GRAMMAR, SPEAKING AND LISTENING ACTIVITIES

FOR PRIMARY & SECONDARY SCHOOL ENGLISH LANGUAGE STUDENTS IN TANZANIA

TEACHER'S BOOK

Jonathan Coolidge
School Development Advisor/VSO Volunteer
Humura Secondary School, Box 155, Rubya, Bukoba
November 2007

Grammar, Speaking And Listening Activities For Primary & Secondary School English Language Students In Tanzania, Teacher's Book was first published with funds provided by VSO.

INTRODUCTION

This book was written for primary and secondary school English Teachers in Tanzania. It contains grammar, speaking and listening activities designed to increase students' functional communication skills. Currently, many teachers only use f*ormal education* teaching methods where the teacher lectures about grammar structures and the students take notes. Although these methods are appropriate for teaching language structures, they do not facilitate student fluency in English. The aim of this book is to help both primary and secondary school teachers design and implement *non-formal teaching activities* which promote students' listening and speaking skills through communicative, language activities.

PART I of the book contains 15 Units. The topics covered here are generally taught in Standard 7 and Form I. They include:

- Nouns: Common/Proper, Countable/Uncountable, Concrete/Abstract, Singular/Plural, and Possessive
- Pronouns: Subject, Object, Possessive
- Verbs: Simple present, past and future; Continuous present and past; Modals, and How to Form Questions
- Adjectives: 1) Appearance, Character, Quality & Weather; and 2) Comparative and Superlative.
- Prepositions & Conjunctions

Each unit has three sections which contain:

Section I: Grammar — Section I has two parts: 1) *Presentation*: Here the teacher will find information on specific grammar points to teach to the students, and 2) *Practice*: This part contains activities for the students to practice using the new grammar.

Section II: Speaking — Section II contains speaking exercises related to the grammar points taught in Section I. They are designed to help students to develop their communication skills while using the new grammar.

Section III: Listening — This Section contains activities that help students develop their listening skills. The listening topics are related to health, careers, student life, and the family. Many of these activities integrate the new grammar taught within the Unit.

The Units are <u>not</u> presented in the order in which they should be taught. Teachers must sequence them to best meet their students' learning needs.

PART II of the book contains *Teacher Resource Materials* for non-formal education activities. Here the teacher will find extensive resources that will help them

- design and/or implement grammar, speaking, and listening activities
- teach reading
- teach vocabulary
- write lesson plans
- use different non-formal education activities, and
- develop visual aids.

This book is not meant to be a primary text. It should be used as a supplement. Teachers should pick and choose activities that will help them develop a functional language curriculum.

In preparing this booklet, the following sources were consulted:

1. *The United Republic of Tanzania MOEC 2005 English Language Syllabus for Secondary Schools, Form 1-6*
2. *The United Republic of Tanzania MOEC 1997 English Language Syllabus for Secondary Schools, Form 1-6*
3. *Strategies for Teaching English as a Foreign Language, Jonathan Coolidge, 2001*

TABLE OF CONTENTS

PART I

TOPIC

PART II

TEACHER RESOURCE MATERIALS

UNIT 1
OVERVIEW OF NOUNS

GRAMMAR PRESENTATION

FOUR TYPES OF NOUNS

There are four categories of nouns:

PERSON Examples	**ANIMAL** Examples	**PLACE** Examples	**THING** Examples
man woman boy girl	goat cow lion crocodile	school classroom bedroom house	ball pen notebook desk

COMMON AND PROPER NOUNS

Each of the above four categories can be split into two groups: 1) *common nouns* and 2) *proper nouns*.

1. *Common nouns* are the generic (general/non-specific) names of people, animals, places and things. The nouns listed in the table above are *common nouns*. They refer to a general name for a thing. For example, *school* is a *common noun.* It does not refer to a specific school. It could be any school. *Common nouns* do not use a capital letter unless they are the first word in a sentence. Examples:
   School is a good place to learn how to read and write. Here S is capitalized because it is the first letter in the sentence.
   She likes *school*. Here *school* is not capitalized because the word is located within the sentence.

2. *Proper nouns* are the specific names of people, animals, places and things. They refer to one particular item. For example, *Bukoba Secondary School* is a *proper noun.* It refers to one school in particular. *Proper nouns* begin with a capital letter. The list below contains *proper nouns.*

PERSON Examples	**ANIMAL** Examples	**PLACE** Examples	**THING** Examples
Mr. Jovenary Mrs. Wilson Juma Cosmas Dativa Justinian	Hertford Cow Belgian Goats Vervet Monkey Marabou Stork	Nshamba Primary School Muleba District Kagera Region Tanzania	Dell Computer Honda Motorcycle Form I English Textbook Nokia Phone

COUNTABLE AND UNCOUNTABLE NOUNS

1. *Countable nouns* can be counted. For example, *one cup* or *five cups*. *Cup* is a countable noun. It has a singular form (cup) and a plural form (cups).

   In the singular form we put *a* or *an* in front of the noun. For example, I have *a* cup. She has *a* book. They saw *an* elephant. We ate *an* orange. Use *a* when the noun begins with a consonant: (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z). Use *an* when the noun begins with a vowel: (a,e,i,o,u) an ***o***range or an ***e***lephant

2. *Uncountable nouns* can not be counted. They only have a singular form. *Milk, tea, rice, sugar*, and *meat* are *uncountable nouns*. Use them with singular verbs. Do not use *a/an* with uncountable nouns. Instead use *some*. I bought *some* rice. She wants *some* milk and tea.

CONCRETE AND ABSTRACT NOUNS

1. *Concrete nouns* are people, animals, places and things that exist. You can touch them. Examples include baby, dog, Mwanza, and desk.

2. *Abstract nouns* refer to feelings and thoughts. You cannot touch them. Examples of *feelings* include: love, hate, happy and sad. Examples of *thoughts* include: belief, peace, harmony, freedom, idea.

GRAMMAR PRACTICE

Activity 1
Directions: Place the following list of nouns into the correct category below:
man, tailor, bird, pen, shoe, policeman, farm, fish, Mary, planet, hospital, computer, Father George, Zambia, singer, hippo, clerk, roof, Cairo, post office, Namibia, priest, mosque, country, mosquito, driver, tire, rain, earrings, Jasper, moon, cook, hoe, Sudan, chair, window, church, floor, carpenter, continent, Iringa, painter, light bulb, Jupiter, Kampala, paint, plumber, belt, Earth, sink, Europe, electrician, library, farmer, classroom, politician, Dodoma, city, goat, town, hen, village, glasses, region, doctor, ruler, district, nurse, lake, market, watch, barber, saloon, bar, store

PERSON	ANIMAL	PLACE	THING

Activity 2
Directions: Write the names of proper nouns in place of the following common nouns.

Common Nouns	Proper Nouns
1. man ⟶	1. Mr. Magit
2. woman	2. Mrs Williams
3. child	3.
4. animal	4.
5. motorcycle	5.
6. bicycle	6.
7. country	7.
8. planet	8.
9. village	9.
10. city	10.
11. district	11.
12. region	12.
13. lake	13.
14. sea	14.
15. ocean	15.
16. river	16.
17. book	17.
18. newspaper	18.
19. boat	19.
20. school	20.
21. college	21.
22. hospital	22.
23. president	23.
24. vice president	24.
25. student	25.

Activity 3

Directions: Use *a* or *an* correctly with the following words.

1. _______ cloud	6. _______ book	11. _______ island	16. _______ umbrella
2. _______ orange	7. _______ elephant	12. _______ stool	17. _______ tree
3. _______ orchard	8. _______ country	13. _______ radio	18. _______ light bulb
4. _______ dagger	9. _______ eagle	14. _______ zebra	19. _______ mouse
5. _______ melon	10. _______ shoe	15. _______ ostrich	20. _______ computer

Activity 4

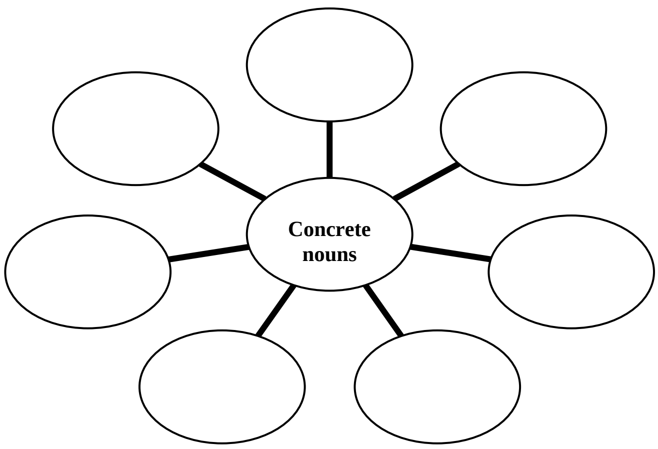
Directions: The following sentences contain *countable* and *uncountable nouns*. Use *a/an* with *countable nouns* and *some* with *uncountable nouns*.

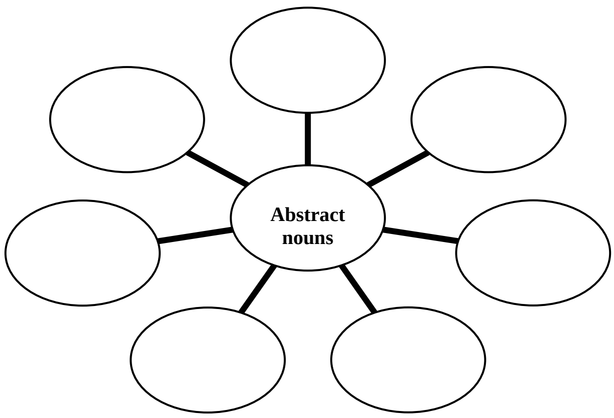
1. Please, may I have __________ tea with supper?
2. Can you see __________ boat on the lake?
3. Mother has __________ rice that we can eat.
4. The butcher sold __________ meat to the women.
5. She gave __________ orange to the student.
6. We rode __________ bicycle to the market.
7. The nurse bought __________ milk for the child.
8. The soldier had __________ rifle in his hand.
9. The old man drank __________ tea in the morning.
10. She left __________ coat in the classroom.

Activity 5

Directions: Answer the questions about concrete and abstract nouns.

1. A concrete noun is defined as ____.
2. An abstract noun is defined as ____.
3. Write examples of concrete nouns and abstract nouns in the circles:





4. Write sentences for each of the concrete and abstract nouns you identified above.
5. After you have written the sentences, write the best two on the blackboard for the other students to read aloud.

SPEAKING

Activity 1: Slap-Clap-Snap-Snap

This activity is for practicing *common* and *proper nouns*.

1. The teacher and students sit in a circle. (Note: Not all of the students have to do this at one time. The teacher can work with smaller groups of 10 students.) The teacher begins a drum beat using his hands and knees. First, he hits his knees with his hands one time. Then he claps his hands together one time. Then he snaps his fingers two times. All of the students must copy what the teacher is doing.
2. Once the rhythm is established, the teacher then calls out a noun on the last two beats of the rhythm. For example, on the last two beats when he snaps his fingers two times, the teacher calls out, *"man."*
3. After that everyone continues with the drum beat. On the next finger snapping, the teacher then calls out, *person*. (*Man* is a *person*, not an *animal, place* or *thing*.)
4. After that everyone continues with the drum beat. On the next finger snapping, the teacher then calls out, "*common noun."* (*Man* is a *common noun* not a *proper noun*).
5. After that, on the next finger snapping, the student to the right of the teacher calls out a noun. Then, on the next finger snapping, the same student calls out the type of noun. Thus, if the student said, *Lake Victoria*, he would next identify it as a *place* and then a *proper noun.* If he said dog, he would identify it as an *animal* and then a *common noun*.

   Note: If this is too complex to start with, simply start the rhythm and have students say a noun when the fingers are snapped together.

Activity 2: In Bibi's Bag

This activity is for practicing *a, an* and *some*. Give every student a piece of paper with a vocabulary word written on it. The words should be single, countable nouns or single, uncountable nouns. The nouns should begin with either *consonants* or with *vowels*. The teacher starts off the activity as follows:

In Bibi's bag is __________ __________. For example –

In Bibi's bag is *a book* or In Bibi's bag is *an elephant* or In Bibi's bag is *some rice.*

Next a student repeats what the teacher said and then adds his/her word. Each student must repeat what all of the other students have said. Make sure that the students use *a, an* or *some* with the words.

*Variation*s:

Instead of giving the words to the students individually, write them on the board. Individual students then form sentences using *a, an* or *some.*

Activity 3: Name that Noun

Put students into 10 separate groups with no more than six students per group. Give the groups 10 minutes to make a list of as many proper nouns they can think of for the following categories:

Politicians	Singers	Planets	Animals	Countries

After they have completed their lists, start the activity. Call out one category. For example, *Singers*. One member from Group 1 must stand up and give an example of a singer. Thus, he/she might say: Mr. Nice. If the member of the group gives the correct answer, their team gets a point. If not, then go on to Group 2 and ask that group for an example of a Singer. The group with the most points wins. Note: To make the activity more challenging, have the students also spell the proper noun. They only get a point if they spell the word correctly.

LISTENING

Directions for the Teacher

1. Review new vocabulary.
2. Read the story one time and ask students to raise their hands when they hear nouns. Tell them to say the noun aloud. Correct their pronunciation.
3. Write *Listening Comprehension Questions* on the board and review with students.
4. Read the story 2 or 3 times.
5. Students answer *Listening Comprehension Questions*.
6. Review answers to *Listening Comprehension Questions*.
7. Write *Jumbled Story* on board.
8. Students put the *Jumbled Story* into the correct order.
9. Review answers.
10. Read story one more time. Students listen and write down all of the proper nouns they hear.
11. Review answers
12. Discuss one or two of the *Thinking Questions*.

Vocabulary

scared – scare	excited – excite	dream	entered - enter	practiced - practice
quietly	introduced– introduce	discuss	asked – ask	

Note: Point out the difference between the verb forms. For example: *enter* is present simple tense/ *entered* is past simple tense.

Listening Comprehension Questions

True/False

1. There were 50 students in the class.
2. The three teachers asked the students for their school fees.
3. She was from Ijumbi.
4. Her English teacher was from Muleba.
5. Her mother had a dream in English language.

Open Ended

1. What did she study in the afternoon?
2. What did she discuss with her mother?
3. Why was she scared in the morning?
4. What time did they drink their porridge?
5. What did she eat when she returned home?

THE FIRST DAY

There were many people in the classroom. She did not know them. She was scared. She sat quietly at her desk and waited. Two men entered the room. They were teachers. They asked the students for their names. They wrote the names in a book. When they were done counting, they said that there were 49 students in the classroom. At 10:40 AM she and the other students went to drink porridge. She talked to three Form II girls who lived near her in Ikondo. They were excited to be back at school. They introduced her to many new people. They all talked and laughed. When the bell rang at 11 o'clock, they returned to the classroom.

In the afternoon they studied English. The teacher was from Mwanza and spoke English very well. They all practiced new words and sentences. They introduced themselves. They said their names and the names of their villages or towns. After school she walked home. It was hot, and she was tired. She was happy to arrive at her house and see her mother. They ate matoke and drank tea. They talked about her first day at school. After that she studied and then helped her mother cook dinner. When she went to sleep, she had a dream that she was speaking English!

Jumbled Story

Directions: Put the following sentences into the correct order.

1. She spoke English in class.
2. She ate matoke.
3. She was scared.
4. She walked to Ikondo.
5. Two teachers entered the classroom.
6. She talked with her mother.
7. She had a dream she spoke English.
8. The teachers counted the students.
9. They drank porridge.
10. They returned to the classroom.

Thinking Questions

1. Describe your first day at school.
2. What helps people to overcome (to stop) being nervous (scared)?

UNIT 2
SINGULAR AND PLURAL NOUNS

GRAMMAR PRESENTATION

1. To make a noun plural (more than one) add ***s***.

   For example: dog + ***s*** = dog***s***
   house + ***s*** = house***s***
   desk + ***s*** = desk***s***

2. However, there are words that use a different plural ending. The rules are as follows:

If the word ends in ***y***, change the ***y*** to ***ies***.	famil***y*** = famil***ies*** pupp***y*** = pupp***ies*** bab***y*** = bab***ies***
If the word ends in ***f*** or ***fe***, change the ***f*** or ***fe*** to ***ves***.	kni***fe*** = kni***ves*** li***fe*** = li***ves*** wi***fe*** = wi***ves***
If the word ends in ***s***, ***ch***, or ***o*** add ***es***	dres***s*** = dress***es*** bu***s*** = bus***es*** wat***ch*** = watch***es*** in***ch*** = inch***es*** mang***o*** = mango***es*** potat***o*** = potato***es***

3. There are nouns in English that have irregular plural forms. Examples include:

Singular	**Plural**
man	m***e***n
woman	wom***e***n
child	child***ren***
person	pe***ople***
foot	f***ee***t
tooth	t***ee***th

GRAMMAR PRACTICE

Activity 1
Directions: Make the following nouns plural. Note: When doing this activity, review the word definitions in English with the students.

1. farm
2. book
3. fly
4. tree
5. girl
6. baby
7. tomato
8. self
9. foot
10. woman
11. toy
12. calf
13. match
14. latch
15. life
16. glass
17. copy
18. inch
19. tooth
20. person
21. bus
22. lady
23. half
24. potato
25. watch
26. pen
27. lorry
28. picture
29. man
30. child

Activity 2

Directions: Translate the following Kiswahili words into their singular and plural English forms.

Kiswahili	Singular Form English	Plural Form English
1. mwanaume		
2. macho		
3. michezo		
4. ndama		
5. nyana		
6. saa		
7. kiazi		
8. mwanawake		
9. mtoto		
10. mguu		
11. meno		
12. kitabu		
13. kisu		
14. gauni		
15. kikombe		
16. bibi		
17. nusu		
18. maisha		
19. inzi		
20. shamba		
21. meza		
22. mtu		
23. hadithi		
24. kiberiti		
25. parachichi		

Activity 3

Directions: Correct the spelling errors. Note: The words spelled incorrectly are underlined. Do not underline them for the students.

1. The girl bought six bookes and three knifs.
2. The doctor had to remove two toothies.
3. The boy's feets hurt after he walked from Muleba to Mwanza.
4. Five ladys went to the meeting at the hospital about malaria and childes.
5. Two man came to the school to see the Headmaster.
6. The boy went to the market to buy three kilos of potatos.
7. Four busez came to the city at five PM.
8. The man bought three watchs for the three womans.
9. Twenty peoples visited the store in the morning.
10. Four studentes are in the classroom.

Activity 4

Directions: Complete the following sentences:

1. To make a regular noun plural add ____________________.
2. To make a word that ends in ***y*** plural, change the ***y*** to ____________________.
3. To make a word that ends in ***f*** or ***fe*** plural, change the ***f*** or ***fe*** to____________________**.**
4. To make a word that ends in ***s***, ***ch***, or ***o*** plural add ____________________.
5. Six nouns that have an irregular plural form include: __________, __________, __________, __________, __________, and __________.

SPEAKING

Activity 1: How Many?
Directions:

1. The teacher writes the following on the blackboard.

I have one _______________.	bus potato watch pen lorry picture toy calf match latch knife mango glass child copy foot inch tooth

2. Then the teacher or a student makes a sentence by inserting one of the words into the blank space. For example, *I have one bus.*
3. Another student then changes the sentence by using the plural form of the noun. For example, *I have two <u>buses</u>.* While the students are saying the sentences, have two or three other students come to the board and write the plural form of the noun on the board.

Activity 2: Babu's House

1. First the teacher asks four students to come to the blackboard.
2. Then the teacher starts off the exercise by saying
   In Babu's house there is one **__________.** The teacher inserts a noun into the blank space. For example, *one man,* or *one dog* or *one mango…*
3. Next, the four students at the blackboard have to write the word that the teacher used. For example, if the teacher said," *In Babu's house there is one tooth,"* the students have to write *tooth* on the blackboard.
4. Then, one student sitting at his or her desk has to say the sentence the teacher said. However, this time, the student has to make the word inserted in the blank space <u>plural</u>. Thus, *In Babu's house there are two teeth.*
5. Then the four students write the plural word on the blackboard.
6. Continue until all or many of the students have had a chance to make a sentence.

Activity 3: Guessing Game

1. Six students come to the front of the room and prepare to write singular and plural nouns on the board.
2. The teacher starts the game off. She says, *I have something in my house. Can you guess what it is?*
3. The students sitting at their desks guess by saying, *Is it a _______?* The teacher answers by saying, "Yes it is," or "No it isn't." Note: Write *Is it a _______?* on the board for all to see.
4. When a student guesses correctly, the four students at the board have to write both the singular and plural form of the noun on the board. For example, if the student correctly guesses the word as *match*, the students at the board have to write both *match* and *matches.*
5. The student who guessed correctly then continues the game by saying, *I have something in my house. Can you guess what it is?* The students sitting have to guess what is. The game continues.

LISTENING

Directions for the Teacher

1. Review new vocabulary.
2. Read the story one time and ask students to raise their hands when they hear a plural noun. Have them say the noun aloud. Correct their pronunciation.
3. Write *Listening Comprehension Questions* on the board and review.
4. Read the story 2 or 3 times.
5. Students answer the *Listening Comprehension Questions*.
6. Review answers.
7. Write the *Thinking Questions* and discuss possible answers.

Vocabulary

without	should	lungs	disease	carbohydrates	HIV
nothing	must	heart	illness	proteins	AIDS
healthy	heal	brain	remember	vitamins	
unhealthy	high	plenty of rest	contain	fats	
often	sexually transmitted	protect	energy	healthy diet	

Listening Comprehension Questions: Fill-in-the-blanks

1. ___________ give us energy.
2. ___________, ___________, ___________ have carbohydrates.
3. Proteins help ___________ our bodies.
4. ___________ keep us warm.
5. Vitamins ___________ our bodies.
6. Peanuts contain ___________.
7. _________ and _________ are bad for your health.
8. You should sleep ___________ hours a night so your body can ___________.
9. To prevent HIV always wear a ___________ when you have ___________.
10. Boil water for __________ minutes before you drink it.

STAYING HEALTHY

Without your health, life is a big struggle. If you are unhealthy, you will not do well in school. To stay healthy you should do seven things: First, you need to eat the right food. You need to have a healthy diet. There are four food types you should eat everyday. The first type is carbohydrates. These give you energy. Bananas, rice, sugarcane, and maize have carbohydrates. Second, you need proteins. These help to build your body. Foods with protein include meat, eggs, beans, and milk. Next, you need fats to keep you warm. Fish, milk, avocadoes and nuts have lots of fats. Last, you need vitamins. These protect you from disease. You get vitamins from vegetables and fruits. Remember, try to eat some these foods everyday.

Second, make sure to boil your water before you drink it. Many people get diarrhea, stomach problems and Typhoid from drinking dirty water. Be sure to boil the water for 10 minutes. Third, get plenty of exercise. Running, walking, riding a bicycle and working in the garden will all help to keep you healthy. Fourth, Make sure you get plenty of rest. Try to sleep eight hours a night. Sleeping helps your body heal itself.

Fifth, do not smoke cigarettes. These are very bad for your health. They hurt your lungs and you heart. They take away your energy. Also, do not drink too much alcohol. A few beers a week is okay. But drinking a lot can hurt your heart and your brain.

Sixth, be sure to sleep under a mosquito net. Malaria kills more people in Africa than any other illness. You can buy a net at the Public Health Unit at the hospital for 2,000 TSH. Last, if you have sex, make sure you have protected sex. Wear a condom! If you have sex without a condom, you may get HIV/AIDS or a sexually transmitted disease. Remember, a good life is a healthy life.

Thinking Questions

1. What advice would you give a friend who smoked a lot of cigarettes and drank a lot of pombe?
2. What health problems might you have if you never ate vegetables or fruits?
3. What could you do in your village to help the young children stay healthy?

UNIT 3
POSSESSIVE NOUNS

GRAMMAR PRESENTATION

1. Nouns can possess (own) an object. This is done by adding an apostrophe (') at the end of the word that will do the owning. After the apostrophe add an **s**. For example, William**'s** brother = The brother of William = kaka wa William.
   Other examples:
   The brothers of William = William's brothers
   The book of Ester = Ester's book
   The books of Ester = Ester's books

2. Possessive nouns can be plural or singular.
   - To make a **singular noun** possessive, add **'s**. For example: The shirt belonging to Mary = Mary**'s** shirt.
   - To make a **plural noun** possessive, add an apostrophe after the **s**. For example, The ball of the boys = The boy**s'** ball.
   - Examples of plural and singular possessive nouns are as follows:

Singular	Plural
1. The foot of the boy = The boy's foot (one boy)	1. The feet of the boys = The boys' feet (more than one boy)
2. The house of the girl = The girl's house (one girl)	2. The house of the girls = The girls' house (more than one girl)
3. The ruler of the teacher = The teacher's ruler (one teacher)	3. The rulers of the teachers = The teachers' rulers

3. Some plural nouns do not end in **s**. To make a **plural noun that does not end in <u>s</u>** possessive, add **'s**
   The clothes of the children = The children's clothes
   The bicycles of the men = The men's bicycles
   The money of the women = The women's money
   The tails of the mice = The mice's tails

4. Some students become confused with the different forms. Here is a chart that helps explain the differences.

The girl**'s** book	One girl has one book.
The girl**'s** books	One girl has more than one book.
The girl**s'** book	Many girls have one book.
The girl**s'** books	Many girls have many books.

GRAMMAR PRACTICE

Activity 1
Directions: Make the following underlined nouns possessive. Example: hands of the man = the man's hands.

1. The dress belonging to Devotha
2. The jaws of the lion
3. The motorcycle of the teacher
4. The syringe of the doctor
5. The homes of the children
6. The uniforms of the nurses
7. The shovels of the workers
8. The feet of the elephant
9. The rights of the people
10. The desks of the students
11. The tooth of the crocodile
12. The teeth of the crocodile
13. The laboratory of the biologist
14. The children of the woman
15. The child of the woman
16. The children of the women
17. The hat of the man
18. The hats of the men
19. The hoe of Frolence
20. The bag of Jovita

Activity 2
Directions: Label the following possessive nouns as *singular* or *plural*. For example: 1) girl's shoes: singular (There is one girl); 2) girls' shoes: plural (There is more than one girl.)

1. woman's coat
2. boy's hat
3. elephants' food
4. Maria's son
5. children's ball
6. man's shoes
7. teachers' books
8. doctors' meeting
9. dog's tail
10. Paul's coat
11. biologist's work
12. carpenters' tools
13. secretary's computer
14. secretaries' computers
15. storekeeper's money
16. pilots' planes
17. driver's car
18. headmasters' meeting
19. snake's fangs
20. lions' teeth

Activity 3
Directions: Look at the chart below and answer questions 1-5.

A	B	C	D
Mans' house	The girl's book	The ladies' bags	Two teacher's hats
The teachers' houses	The boy's book	The doctors white coat	Six nurse's dresses
Men's house	The girls' books	The ladys' bag	Childrens' food
The father's shirt	The child's ball	The cat's tail	Mr Juma's house

1. Which column contains one mistake?
2. Which column contains two mistakes?
3. Which column contains no mistakes?
4. Which column contains three mistakes?
5. Correct the mistakes.

Answers: Column A - 1 mistake, B-0, C-2, D-3

Activity 4
Directions: The following sentences have errors. Read the sentences and determine which corrections are best.

1. One girls mother talked to the headmasters wife about the Form II exams.
   a. girls' and headmaster's
   b. girls', headmaster's and exams'
   c. girl's and headmaster's
   d. girls' and headmasters'
2. The mans hat was on the table near the books and the magazines.
   a. mans' and books'
   b. man's
   c. books' and magazines
   d. men's
3. The teachers pencil was on the floor of his mothers house near the pots.
   a. teacher's
   b. teachers' and mother's
   c. teacher's and mother's
   d. teacher's, mother's and pots'
4. The four students bicycles were near Mr. Georges house.
   a. student's and bicycle's
   b. students' and bicycles
   c. students' and George's
   d. student's and Georges'
5. The ladies bags were put into the dala dala by the drivers assistant.
   a. ladies' and driver's
   b. ladie's and drivers'
   c. ladies'
   d. driver's

Activity 5
Directions: The following paragraph contains six errors with possessives. Read the paragraph and correct the words.

Mr. Jovenary was talking to his *wifes* sister about the malaria outbreak in the community. He was worried. Philbert, his son, was sick. The *boys* health was poor. He had a fever and a headache. Mr Jovenary decided to take the boy to the hospital. At the O.P.D. the *doctors* assistant took *Pilberts* temperature. The lab technician took the *boys* blood and checked it for malaria. He said that there were parasites and the boy would need to be on a quinine drip. Before returning home, Mr Jovenary went to the *hospitals* Public Health Center to buy a mosquito net for 2,000 TSH.

SPEAKING

Activity 1: I have a …
This activity requires students to form possessives. Start off by asking three to five students to the front of the room. Work with them individually, but make sure that the entire class repeats the answers the students provide. Once all of the students in the class understand the aim of the activity, then the teacher or a student walks around the classroom and asks the students: **What do you have?**

1. The teacher says: I have a blue pen.
2. One student then replies using the teacher's name in the possessive form. For example: Mr. Coolidge's blue pen
3. All students then say: Mr. Coolidge's blue pen
4. The teacher then says: I have black shoes
5. One student then says: Mr. Coolidge's black shoes
6. All students say: Mr. Coolidge's black shoes
7. One student provides an example: I have a/an ____________.
8. All the students then repeat aloud what the student has said.
9. Another student then makes that sentence possessive
10. All the students then repeat aloud what the student has said.

Activity 2: Game: Forming Possessives
Directions: Form two teams. The teacher or a student reads sentence fragment 1 to Team One. They have to make it possessive. If they get it correct, they get one point. If not, Team Two tries. Next, ask Team Two to make sentence fragment 2 possessive, and so on. For example – The teacher reads ***the book belonging to Antia***. The student responds by saying: Antia's book.

Fragments
1. The dog belonging to the boy
2. The knife belonging to the man
3. The sister of Paul
4. The hat of the father
5. The car of the woman
6. The pens of the student
7. The food of the cow
8. The watch belonging Gosbert
9. The land belonging to Modesta
10. The feet of the boy
11. The eyes of the old man
12. The teeth of the girl
13. The homework of the students
14. The home belonging to Mr. Kam
15. The medicine of the doctor
16. The clothes of the children
17. The tools of the workman
18. The boat of the fishermen
19. The cell phone of Mr. Archard
20. The computer of Mrs. Cosmas

Activity 3: Chain Game: Make the noun possessive
The teacher says a noun and one student makes it possess something. For example, the teacher says *man*, and the student then makes it possessive. Such as – The *man's desk or the man's house.* The student then tells another student a noun and that student has to make it possessive.

Activity 4: Describe a Picture
Bring pictures of different people or animals to the classroom. The students describe the picture using possessive nouns. For example, they might say: The man's blue shirt. The women's green dress. Note: During this activity as well as the others in this section, consider having one or two students at the blackboard writing down the possessive nouns that the students say aloud.

LISTENING

Directions for the Teacher

1. Review new vocabulary.
2. Write *Listening Comprehension Questions* on the board and review with students.
3. Slowly read the story 2 to 4 times depending on the needs of the students.
4. Students answer *Listening Comprehension Questions* in their books then review answers aloud.
5. Write *Fill in the Blanks* exercise on the board.
6. Students answer questions.
7. Review answers.
8. Read the first paragraph of the story. Tell students to listen for two possessive nouns. Discuss the spelling.
9. Discuss one or two of the *Thinking Questions*.

Vocabulary

died	better	brother-in-law	scared	future
VCT	healthy	alcohol	if	perhaps
disease	unprotected sex	smoke cigarettes	avoid	difficult

Listening Comprehension Questions

1. Where does Grace live?
2. How many sisters does Grace have?
3. Where does the uncle of Rose live?
4. Why did Rose's father die?
5. What type of medicine does Grace take?
6. How did she feel when she first started to take ARV drugs?
7. What foods does Grace eat?
8. What drinks does Grace avoid?
9. How does Grace earn a living?
10. How do most people get ukimwi?

A DIFFICULT LIFE

My name is Grace. I am from Kagera. I have one daughter. Her name is Rose. She is two years old. Rose has two aunts. Her *aunts'* names are Sara and Witness. Sara and Witness are my sisters. Rose has one uncle who is my *husband's* brother. He lives in Dar. My husband died one year ago. He had ukimwi. He was very sick. After he died I went to the VCT with Rose to check if we had ukimwi. The doctor said I have the disease, but Rose is fine. I have started to take ARV medicine. At first they made me feel sick. Now I feel better.

The doctor told me to eat healthy foods. Everyday I have fruit, vegetables, ugali, and perhaps some meat or fish. I do not drink alcohol, and I do not smoke cigarettes. I work in the garden every day so that Rose and I can eat. I sew clothing to make money.

Some people do not want to talk to me. They worry that I will make them sick. They think that you can get ukimwi from talking to someone. They do not know that most people get ukimwi from having unprotected sex. Life is hard, but I am happy to be with little Rose. She is a nice child, and I want to give her the best future she can have.

Fill In The Blanks

Put the following words into the paragraph below: *two, ukimwi, Kagera, Rose, VCT, HIV, future, healthy, meat, alcohol, cigarettes, fruit, think, unprotected sex, vegetables, ugali, died, scared, if*

Grace lives in _______. Her daughter's name is _______. Rose is _______ years old. Grace's husband _______ of HIV/AIDS a year ago. After he died, Grace went to the _______ to test for _______. She has _______ but Rose does not. Grace eats _______ foods everyday. These include _______, _______, _______ and _______. She does not drink _______ and she does not smoke _______. Many people are _______ of her. They _______ they will get sick _______ they talk to her. They do not know that you can not get ukimwi from talking to someone. Most people get ukimwi from having _______. Life is hard, but Grace is happy to be with little Rose. She is a nice child, and Rose wants to give her the best _______ she can have.

Thinking Questions

1. What would be other good titles for the story?
2. What are the three main messages of this listening passage?
3. What would you do if you had sex with a person you did not know well and the condom broke?
4. What would you do if someone you thought had HIV and was dating your friend?

UNIT 4
SUBJECT PRONOUNS

GRAMMAR PRESENTATION

1. Subject pronouns include

Singular	**Plural**
I	we
you	you
he, she, it	they

Examples:

- ***I*** walk to school.
- ***You*** walk to school.
- Tom walks to school. ***He*** walks to school.
- Mary walks to school. ***She*** walks to school
- The dog walks to school. ***It*** walks to school.
- Tom and I walk to school. ***We*** walk to school.
- Tom and Mary walk to school. ***They*** walk to school.

2. Subject pronouns replace nouns. Thus
   - He replaces Almachius (a man's name)
   - She replaces Devotha (a woman's name)
   - It replaces the cow (animals)
   - It replaces the school (place)
   - It replaces the cup (thing)
   - We replaces Ivon and I (a person's name and I)
   - They replaces Ivon and Almachius (2 or more people's names)

3. Subject pronouns perform the action of the verb. Example: *He* walks. (He is doing the walking.)
4. With Simple Present Tense Verbs use the base form of the verb with I, you, we, they. Example: I walk, you walk, we walk, they walk. However, add s to the verb when using *he, she* or *it*. He walks. She walks. It walks.
5. With Continuous (Progressive) Tense Verbs, use ***am*** with I, ***are*** with you, we and they, and ***is*** with he, she and it. Thus
   - I am walking.
   - You are walking.
   - He/She/It is walking.
   - We are walking.
   - They are walking.

GRAMMAR PRACTICE

Activity 1

Directions: Replace the following words with a subject pronoun.

1. man
2. woman
3. men
4. women
5. boy
6. girl
7. boys
8. girls
9. Mary and I
10. Mary and Paul
11. Prudence, Saidi and I
12. The cow
13. The hospital
14. The cup
15. The cups
16. The school
17. The doctors
18. The rat
19. The sun
20. The food

Activity 2

Directions: Replace the underlined word(s) with a subject pronoun.

1. <u>The man</u> is walking to the store.
2. <u>The girls</u> are studying history.
3. <u>The cow</u> is eating grass.
4. <u>The boy</u> is Marcel.
5. <u>Bea</u> lives in Ikondo.
6. <u>The doctors</u> are in the hospital.
7. <u>The driver</u> is in the lorry.
8. <u>Larry and I</u> are eating ugali.
9. <u>Mr. Charles, Mr. Abdul and Mrs. Justus</u> are working in the library.
10. <u>Mr. Charles, Mrs. Justus and I</u> are preparing lessons for tomorrow.

Activity 3

Directions: Put subject pronouns into the following sentences. Note: Look at the verb to decide which is the best
pronoun to use.

1. ________ likes to eat.
2. ________ are going to the store.
3. ________ am painting the door blue.
4. ________ is driving the car to Mwanza.
5. ________ are sick.
6. ________ works at the store every day.
7. ________ write on the blackboard.
8. ________ am singing in the band.
9. Everyday ________ thinks about her home.
10. ________ is cutting grass at the school.

Activity 4

Directions: Write one sentence for each of the following pronouns:

1. I ______________________________
2. You ______________________________
3. He______________________________
4. We______________________________
5. She______________________________
6. They______________________________
7. Almachius and I ______________________________
8. Mary and he______________________________
9. It______________________________
10. Peter and you______________________________

SPEAKING

Activity 1: What are you doing?

First, write the chart below on the board. Next, ask three students to come to the front of the room and practice the drill. Note: This drill is designed to get students to use *he* and *she*. At first the teacher should take the role of student #1. Once the students understand the drill, one student can then take the role of student #1.

<table>
<tr><td>Student 1 asks Student 2</td><td colspan="3">What are you doing?</td></tr>
<tr><td>Student 2 answers</td><td>I am</td><td colspan="2">eating ugali and beans.
reading the textbook.
studying English.</td></tr>
<tr><td>Student 1 then asks Student 3 a question about Student 2.</td><td>What is</td><td>he
she</td><td>doing?</td></tr>
<tr><td>Student 3 answers</td><td>He

She</td><td>is</td><td>eating ugali and beans.
reading the textbook.
studying English.</td></tr>
</table>

Activity 2: What are you doing?
Write the chart below on the board. The teacher asks four students to come to the front of the room and practice the drill. Note: This drill is designed to get students to use *we* and *they*.

Student 1 asks Students 2 and 3	What are you doing?	
Students 2 and 3 answer	We are	painting the classroom red. cooking fish and rice. looking at the microscopes.
Student 1 then asks Student 4 a question about Students 2 and 3.	What are they doing?	
Student 2 or 3 answers	They are	painting the classroom red. cooking fish and rice. looking at the microscopes.

Activity 3: Chain Game – Likes and Dislikes

1. Student 1 says	I like____________, but I dislike ___________________.
2. Student 2 says about Student 1	He/She likes ________________, but dislikes _______________.
3. Student 2 then says	I like____________, but I dislike ___________________.
4. Student 3 says about Student 2	He/She likes ________________, but dislikes _______________.
5. Student 3 then says	I like________________, but dislikes _______________.

6. Continue

Activity 4: Guessing Game
1. One student comes to the front of the room and mimes (acts without speaking) an action. For example, the student comes to the front of the room and pretends to be sweeping the floor or reading a book.
2. The teacher asks the other pupils, "What is he/she doing?" They guess what the student is doing by asking, Is he/she _______? Note: If students have difficulty selecting an action to mime, the teacher can write individual verbs on scrap pieces of paper and put them into a bag. When the student comes to the front, he/she can pick a scrap piece of paper from the bag and then act it out. Also, to practice the pronouns, *we* or *they,* have more than one student at a time come to the front of the room to do the mime. In this case, students ask, "Are they _______?

LISTENING

Directions for the Teacher

1. Review new vocabulary.
2. Review *Listening Comprehension Questions* 1 with the students.
3. Read the story 2 or 3 times.
4. Students answer *Listening Comprehension Questions* 1.
5. Review answers.
6. Write *Listening Comprehension Questions* 2 on the board
7. Students answer in their books or out loud.
8. Review answers.
9. Discuss one or two of the *Thinking Questions*.

Vocabulary

fisherman/fishermen
catch/catches
factory
captain
married
kindergarten
professionals

Listening Comprehension Questions 1: True/False

1. Rambo lives in Stone Town.
2. Rambo is married to Delphina.
3. Delphina has four children.
4. Egbert is in kindergarten.
5. Rambo's brothers are fishermen.
6. Rambo wants his children to be fishermen.
7. Magnus wants to be a captain of a ship.
8. Sarah wants to be a teacher.
9. Rambo catches Tilapia.
10. Delphina sells the fish.

THE LIFE OF RAMBO

Rambo lives on Bumbire Island. He is a fisherman in Lake Victoria. He catches Nile Perch and Tilapia. He sells them to the fish factory in Kemondo Bay. Rambo has two brothers who are also fishermen. They are Tinus and Jack. He also has three sisters. They are Adrofina, Ester, and Devotha.

Rambo is married to Delphina. They have three children. The names of the children are Magnus, Egbert, and Sarah. Magnus is in Standard 4. Sarah is in Standard 1. Egbert is in kindergarten.

Rambo wants all his children to finish Standard 7 and go to secondary school. He wants them to be professionals. Magnus wants to be a teacher. Sarah wants to be the captain of a big ship in Lake Victoria. Egbert is too small to know what he wants to do.

Listening Comprehension Questions 2

1. Where does Rambo live?
2. What does Rambo do for work?
3. Who is Rambo's wife?
4. What are the names of Rambo's children?
5. Who is in Standard 4?
6. Who does not go to school?
7. What does Magnus want to do after school?
8. What does Sarah want to do after school?

Thinking Questions

1. What job do you want to do when you finish school?
2. How much education do you need to do that job?
3. Make a list of all post secondary schools that you know. What type of education do they offer?

UNIT 5
OBJECT PRONOUNS

GRAMMAR PRESENTATION

1. The object pronouns include

Singular	**Plural**
me	us
you	you
him, her, it	them

Examples:
I walk to school with *you.*
You walk to school with *me*.
Tom walks to school with *her.*
Mary walks to school with *them.*
The dog walks to school with *us.*
Tom and I walk to school with *you*.
Tom and Mary walk to school *him*.

2. Pronouns replace nouns. Thus
Him replaces Almachius (a man's name)
Her replaces Devotha (a woman's name)
It replaces the cow (animals)
It replaces the school (place)
It replaces the cup (thing)
Us replaces Ivon and I (a person's name and I)
Them replaces Ivon and Almachius (2 or more people's names)

3. Object Pronouns receive the action of the verb. Example: The ball hit *him. Him* receives the action of the ball. Other examples include
   - I sent *her* a letter.
   - The school sent *me* a letter.
   - The teacher gave *you* a book.
   - The children sang for *her.*
   - The cow ate *it.*
   - The doctor helped *us.*
   - The cook prepared food for *them.*

Note: In English, the sentence structure for a *Statement Sentence* is Subject + Verb + Object. Thus, the subject always comes before the verb. The object always comes after the verb.

Subject Pronouns			**Object Pronouns**
I			me
you	before	after	you
he, she, it	↖	↗	him, her, it
we			us
you			you
they			them
	VERB		

By remembering this, you will always know where to put the *subject pronoun* and the *object pronoun* in a Statement Sentence.
Examples:
- *He* talked to *her*. He = subject pronoun; talked = verb; her = object pronoun.
- *They* cooked *us* matoke and beans. They = subject pronoun; cooked = verb; us = object pronoun.

GRAMMAR PRACTICE

Activity 1
Directions: Replace the following words with an object pronoun.

1. man
2. woman
3. men
4. women
5. boy
6. Mary and Paul
7. girl
8. boys
9. girls
10. Mary and me
11. Prudence, Saidi and me
12. the cow
13. the cows
14. the cup
15. the cups
16. the school
17. the books
18. the rat
19. the sun
20. the food

Activity 2
Directions: Replace the underlined word(s) with an object pronoun.

1. The man is walking to the store with Abdullah.
2. The girls are studying history with the boys.
3. The boys are playing basketball with the teachers.
4. The boy is cooking food with his mother.
5. He is driving to Muleba with William.
6. The doctor has the medicine.
7. The driver is in the lorry with the headmaster.
8. Larry and I are eating ugali with the men.
9. Mr. Charles, Mr. Abdul and Mrs. Justus are working in the library with the librarian.
10. Mr. Charles is working in the garden with his wife.

Activity 3
Directions: Circle the verbs. Underline the pronouns and identify them as *Subject or Object Pronouns.*
Remember, subject pronouns come before the verb; object pronouns come after the verb.

1. He left the house at 6 a.m.
2. We walked in the garden.
3. He saw the other students.
4. He talked to them.
5. They walked on the road with her.
6. They saw us in Mwanza.
7. We talked about school with Paul and you.
8. The rat ate it.
9. The man in the red coat talked to them.
10. The soldiers ran to the house and helped us.

Activity 4
Directions: Rewrite the sentences using subject/object pronouns in place of the underlined words. Circle all verbs.

1. Projestus got into the lorry. Projestus drove to Muleba.
2. Kelvin and I are good friends. Kelvin and I study together.
3. Edisha and I walked to school. A big dog barked at Edisha and I.
4. The teacher sent for Agnetha and Elvis. The teacher told Agnetha and Elvis to stay after school.
5. Ansira worked in the garden then Ansira cooked food.
6. Witness and Rosula cooked rice. After that Witness and Rosula ate the rice.
7. Macklina and I bought blue paint for the door. In the afternoon Macklina and I painted the door.
8. Sarah and I washed our clothes in the river. After that mother asked Sarah and me to go to the store.
9. The mosquito landed on the old man's arm. The mosquito bit his arm.
10. The old man lay in bed. The old man had a fever and did not feel well because he had malaria.

Activity 5
Directions: Rewrite the sentences correcting the incorrect use of subject or object pronouns. Circle all verbs.

1. Mary and me are going to the store.
2. Them like we.
3. Him and me are studying math with they.
4. Her knows you.
5. The teachers and him are talking to we.
6. Us like to study with she.
7. George and me are working in the bank with you and she.
8. Leopord, Egbert and him are students.
9. Devotha and we are going to Mwanza with they.
10. Us are going to Dar with she.

SPEAKING

Activity 1: What are you doing?
Write the chart below on the board. Three students come to the front of the room.

Student 1 asks Student 2	What are you doing?		
Student 2 answers	I am	going to the store with you. studying English with you. cooking food with you.	
Student 1 then asks Student 3 a question about Student 2.	What is	he she	doing?
Student 3 answers	He She	is	going to the store with me. studying English with me. cooking food with me.

Activity 2: What are you doing?
Write chart below on the board. The teacher asks five students to come to the front of the room and practice the drill. Note: This drill is designed to get students to use *us* and *them.*

Student 1 asks Students 2 and 3	What are you doing?		
Students 2 and 3 answer while pointing at students 4 and 5	We are	painting the classroom with them cooking fish and rice with them. looking at the microscopes with them.	
Student 1 then asks Students 4 and 5 a question about Students 2 and 3.	What are	they	doing?
Student 2 or 3 answers	They	are	painting the classroom with us. cooking fish and rice with us. looking at the microscopes with us.

Activity 3: Write and Read
Write the 8 objective pronouns on the board. Have each student write 5 sentences using objective pronouns. Each student then stands up and reads his or her favourite sentence.

Activity 4: Is it her?
The teacher goes around the room and tells individual students that he/she is thinking about one or more students in the classroom. The student has to ask the teacher questions to try to determine whom the teacher is thinking about. For example, the conversation could start as follows:

Teacher	I am thinking of	a student. three students. a group of students.
Student	Is it	him/her? (the student can point at the student(s) that he/she is talking about) them? us?

The teacher provides more details to help the students determine whom the teacher is talking about. Thus, the teacher might say, *I am thinking of a tall boy, a short boy, a girl with a green sweater*. This exercise helps students to practice objective pronouns and adjectives. You may need to review basic adjectives prior to the activity.

LISTENING

Directions for the Teacher:

1. Review new vocabulary.
2. Write *Listening Comprehension Questions* on the board and review with students.
3. Read the story 2 or 3 times.
4. Students answer the *Listening Comprehension Questions.*
5. Review answers.
6. Read the story again. Students raise their hands each time they hear a subject pronoun (pronoun printed in *italics*).
7. Read the story again. Students raise their hands each time they hear an object pronoun (pronouns are underlined).
8. Students complete jumbled story and review answers.
9. Discuss one or two of the *Thinking Questions*.

Vocabulary

grandchildren
fever
worried/worry
mosquito net
old/oldest
brought/bring
drip
improved
underneath
young/youngest
took care

Listening Comprehension Questions: True/False and Fill in the Blanks

1. Modesta was married to Tyson.
2. Datius was the youngest child.
3. Tyson carried Datius to the hospital.
4. The doctor told Almachus to buy a mosquito net for 3,000 TSH.
5. Many children were sick from typhoid.
6. Almachus was married to ______.
7. The doctor gave the boy a ______ drip.
8. Two to ______ children slept in each bed.
9. Aida was the ______ of Datius.
10. After ______ days, Datius got better.

THE FEVER

Almachus was an old man. *He* lived in the village with his wife Modesta and his three grandchildren. Datius was 5 years old, Aida was 8 years old, and Tyson was 12 years old. Aida and Tyson attended the primary school. *They* left the house every morning at 7 am. Datius stayed at home and played with his friends.

One morning Datius did not feel well. *He* had a fever and was sick to his stomach. Almachus was worried. *He* and Modesta carried the boy to the hospital. The doctor examined him. Then the doctor told them that the boy had malaria. *He* had to stay at the hospital.

There were very many children sleeping in the hospital. *They* were all sick with malaria. The doctor and nurses took care of them. Two to three children slept in each bed. The families were very worried. *They* sat with the children day and night. *They* brought the children food and drinks. *They* prayed.

Datius was very sick. *He* had a high fever. *He* did not eat. *He* slept and slept and slept. The doctor gave him a drip of quinine. After three days *he* improved. The family was very happy. They cried and laughed. Before they returned home, the doctor told Almachus to buy a mosquito net at the Public Health Centre in the hospital. *He* said that one net cost for 2,000 TSH. Almachus bought mosquito nets for everyone to sleep underneath.

Jumbled Story

Directions: Put the following sentences into the correct order.

a. The grandparents went to the hospital.
b. Almachius bought a mosquito net.
c. Tyson slept under a mosquito net.
d. The doctor gave the boy a quinine drip.
e. There were many children at the hospital.
f. The doctor examined the child.
g. Datius did not feel well.

Thinking Questions

1. What can people do to help prevent malaria in your community?
2. What other diseases do people get in your community, and what can be done to help prevent them?

UNIT 6
POSSESSIVE PRONOUNS & PROFESSIONS

GRAMMAR PRESENTATION

1. *Review pronouns:* Pronouns take the place of nouns. Example: Bill rode the bike becomes He rode the bike. The boy kicked the ball becomes the boy kicked it.

2. *Subject pronouns* perform the action of the verb. They come before the verb.

I	we
you	you
he, she, it	they

   Examples:
   I walk to school.
   Mary walks to school. She walks to the church.
   Tom and I walk to school. We walk to school.
   Tom and Mary walk to school. They walk to school.

3. *Object pronouns* receive the action of the verb. They come after the verb.

me	us
you	you
him, her, it	them

   Examples:
   The boy hit me.
   I wrote Mary a letter. I wrote her a letter.
   The teacher talked to Devotha and me. The teacher talked to us.
   The teacher talked to Devotha and Antidius. The teacher talked to them.

4. *Possessive pronouns* show ownership. In Kiswahili they are yangu, yako, yake, yetu, yenu, yao.
   Possessive pronouns go *before* the noun.

Singular	Examples	Plural	Examples
my your his (male) her (female) its (animal or thing)	my book your bike his pen her pencil its food	our your their	our food your books their money

5. *Review new vocabulary related to professions*: farmer, teacher, doctor, nurse, carpenter, secretary, driver, mason, electrician, carpenter, soldier, policeman, lawyer, politician, computer operator, pilot, librarian, actor, singer. Note: These will be used in the activities below.

   Note: When teaching new words, first write the word on the board. Have everyone say the word. Ask students if they know the word. If so, ask for the definition in Kiswahili. If not, provide the definition.

GRAMMAR PRACTICE

Activity 1
Directions: Students are to replace the underlined words with the subject pronouns I, you, he, she, it, we, you, they
1. Bill left the house in the morning.
2. Sarah smiled at the baby.
3. Francis and I drove the car to Mwanza.
4. Francis and Joseph study everyday.
5. The teacher gave the boys the football.
6. The storekeeper sold us a bowl.
7. The doctor examined the sick man.
8. The doctors examined the sick man.
9. The teachers marked the examinations.
10. The teachers and I reviewed the students' books.

Activity 2
Directions: Students are to replace the underlined words with object pronouns: me, you, him, her, it, us, you, them.
1. The teacher spoke to Tom.
2. The woman sent a letter to Mary.
3. The Headmaster spoke to Antidius and Innocent.
4. The store keeper sold a flashlight to Paul and me.
5. The ball hit the student.
6. The man looked at the cow.
7. The old woman sold food to the girl.
8. Tom and I gave Paul and Mary pens.
9. We took the ball.
10. They went to the store with Gema.

Activity 3
Directions: Students are to replace possessive nouns with possessive pronouns. Note: Possessive nouns have an apostrophe (‘). Example: John’s bike is red. His bike is red.
1. Mary’s house is near the school.
2. Mary and John’s houses are near the school.
3. The teacher’s books are on the desk.
4. The nurse’s uniform is white.
5. The doctors’ meeting is in the library.
6. The children’s ball is on the floor.
7. The lion’s tail is long and furry.
8. The dog’s foot was hurt.
9. The president’s car was parked near the school.
10. Paul’s motorcycle is a Honda.

Activity 4
Directions: Students are to put possessive pronouns in the spaces. They should use a possessive pronoun that matches the subject of the sentence. Example: I wash my face. *My* refers to *I.*
1. They eat ________ food in the evening.
2. She washes ______ clothes at night.
3. He rides _______ bicycle to school.
4. Justa likes to do ________ school work in the afternoon.
5. Media sewed _________ dress because it was ripped.
6. I washed _______ clothes in the water.
7. You spoke to ________ friend after school.
8. We write in ________ books everyday.
9. I clean _____ shoes in the morning.
10. They look at ________ baby sleeping.

Activity 4
Directions: Students are to put possessive pronouns in the spaces. They should use a possessive pronoun that matches the subject of the sentence. For example: Did she do her homework? Yes, she did her homework.

Question	Answer
1. Did he get _________ books?	Yes, he got _________ books.
2. Did they eat _________ food?	No, they did not eat _________ food.
3. Did you wash _________ face?	Yes, I washed _________ face.
4. Did she talk to _________ mother?	Yes, she talked to _________ mother.
5. Did we get _________ examinations?	Yes, we got _________ examinations.
6. Did she see _________ brother?	No, she did not see _________ brother.
7. Did you talk to _________ teacher?	Yes, I talked to _________ teacher.
8. Are they getting _________ new clothes today?	Yes, they are getting _________ new clothes today.
9. Are you writing a letter to _________ friend?	Yes, I am writing a letter to _________ friend.
10. Are the boys working on _________ reports?	No, they are not working on _________ reports.

Activity 5
Directions: Fill in the blank spaces with the best word.

farmer, teacher, doctor, nurse, carpenter, secretary, driver, mason, electrician, carpenter, soldier, policeman, lawyer, politician, computer operator, pilot, librarian, actor, singer

For example: My brother is a __________. He __________ in a store. = My brother is a shopkeeper. He works in a store.

1. My brothers __________ __________. __________ work in a store.
2. My father is a __________. __________ __________ a plane.
3. My mother is a __________. __________ works in a hospital.
4. My cousin is a __________. He drives a bus.
5. My uncle is a doctor. He __________ in a __________.
6. My grandfather is a __________. __________ __________ in a garden.
7. My aunt is a __________. __________ teaches in a __________.
8. My sister is a __________. __________ works in a library.
9. Saida Caroli is a __________. __________ sings songs to people.
10. My friend is a __________. He builds buildings out of wood.

SPEAKING

PRACTICE

Activity 1: Drill
Step 1: Write the chart below on the board. The teacher starts off the activity by asking individual students:

What does your	father mother sister brother uncle aunt	do?

The student responds using chart below as a guide.

Step 2*:* Students form groups of 4 to 6 people. They ask one another the question: *What does your ______ do?*

My	father mother sister brother uncle aunt	is a	farmer. teacher. doctor. nurse. carpenter. secretary. driver.	He She	works on a farm. teaches in a school. works in the hospital. works in the hospital. builds houses out of wood. works in an office. drives a truck.

Activity 2: Drill

The teacher starts off the activity by asking Student 1:

	father	
	mother	
	sister	
What does your	brother	do?
	uncle	
	aunt	

The student uses the chart below to formulate the answer.

	father			soldier.
	mother			policeman.
	sister			lawyer.
My	brother			politician.
	uncle	is	a	computer operator.
	aunt			pilot.
				librarian.

The teacher then uses the chart below to repeat what the student said.

	father			soldier.		works for the army.
	mother			policeman.		arrests robbers.
His	sister			lawyer.		works in the courthouse.
Her	brother	is	a	politician.	He	works for the government.
	uncle			computer operator.	She	operates a computer.
	aunt			pilot.		flies a plane.
				librarian.		works in a library.

Once the all of the students understand the dialogue, individual students can then come to the front of the class and conduct the drill with one another.

Activity 3: Closed Dialogue

Two students perform the dialogue below. They fill in the blanks using the above chart as a guide.

Student 1 Hi, How are you?
Student 2 I am fine. How are you?
Student 1 Fine, thanks. What do you want to do when you finish school?
Student 2 I want to be a ____________________.
Student 1 Where will you work?
Student 2 I will __________________.
Student 1 What do you want to do when you complete school?
Student 2 I want to be a __________ . I will ____.

Additional Practice

1. For homework, students write one sentence for each of the possessive pronouns: my, your, his, her, its, our, their. Students read their sentences to the class. Other students make any needed corrections.
2. Students work in groups of three and write two sentences telling what his or her family members do at their jobs. For example: *My father is a farmer. He works in the shamba.* They read select sentences to the other students in the class.
3. Students write one sentence telling what they want to be when they finish school. For example: *When I finish school, I want to be a* _________. *I will* _______. (Example: *When I finish school, I want to be a pilot. I will fly a plane.*) Students then read their sentences to the class. Other students repeat the student's sentences making changes to the pronouns. S/*He said that s/he wants to be a pilot. S/He will fly a plane.*
4. Chain Story: The teacher starts telling a story about work. S/He mentions people and their jobs. For example, *Once there was a man who was a cobbler. He fixed shoes everyday. One day he met a woman named* (stop) Now a student continues the story. After two or three sentences, the teacher stops the student and another student starts. This continues until all of the students have contributed to the story.

LISTENING

Directions for the Teacher

1. Review vocabulary.
2. Write Listening Comprehension Question #1 on board and review with students.
3. Read story 2 or 3 times.
4. Students answer Listening Comprehension Question #1.
5. Review answers
6. Write *Listening Comprehension Questions* #2 on the board and review.
7. Read story again.
8. Students answer Listening Comprehension Question #2.
9. Review answers.
10. Read story one more time and have students write down all of the possessive pronouns they hear in the passage.
11. Review: How many possessive pronouns were used? What were they?
12. Discuss one or two of the *Thinking Questions*.

Vocabulary

owns	plant/planted	vegetables
grow/grows	last born	story/stories

Listening Comprehension Questions #1

1. Who is telling the story?
2. She lives in _____.
3. She is _____ years old.
4. Her father's name is _____.
5. Her father works in a _____?
6. Her mother's name is _____.
7. Her mother works in the _____.
8. Diana has _____ brothers.
9. She has _____sisters.
10. Her sister works in the _____.

MY FAMILY

My name is Diana. I am 15 years old and I am a student at Humura Secondary School. My family and I live in Ikondo. My father is Jasper. He owns a store in Ikondo. My mother is Jospina. She works in the garden. She grows many vegetables. This year she planted ground nuts, maize, cassava, tomatoes, mchicha, and carrots.

I have three brothers and one sister. The oldest is Beatha. She is 35 and lives in Mwanza. She is a librarian. The next child is Liberius. He is 32 and works in Muleba as a lawyer. The next child is Joseph. He is 22. He goes to school in Bukoba. Then there is Optatus. He is 18 and he is in Form 3 at Humura Secondary School. I am the last born child.

My grandfather lives with us. His name is Dismas. He is 62 years old. He works in the store with my father. He is very nice. At night he tells me stories about when he was a small boy.

My favorite music is that of Saida Caroli. I love when she sings in KiHaya. When I get older, I want to be a singer like Saida. I like to write songs and sing them when I walk to school. What do you want to be when you finish school? Do you know?

Listening Comprehension Questions #2

1. Who goes to school in Bukoba?
2. Who lives in Mwanza?
3. What does Liberius do for work?
4. Who is Dismas?
5. Why does Diana like her grandfather?
6. What does Diana want to do when she finishes school?

Thinking Questions

1. In *one* word, what is this story about?
2. How many careers can you describe?
3. What work does your family want you to do after you finish school?
4. What do you want to do after you finish school?

UNIT 7
PRESENT SIMPLE VERB TENSE TO SHOW ROUTINE AND PERSONAL/GROUP HABITS

GRAMMAR PRESENTATION

1. Use present simple verbs to describe activities that you do everyday. These activities are also called *routines.* Examples: Everyday I study English. She always drinks tea in the morning.
2. Put an ***s*** on the end of present simple verbs when the subject is one person. Examples include:

Singular Pronouns	**Singular Common Nouns**	**Singular Proper Nouns**
He runs	The boy studies	Almachius wants
She walks	The girl reads	Antia does
It likes	The car goes	The Toyota works

*Note: Do not put an ***s*** on the verbs that use **I** or **you** as the subject.

3. Sentences containing the present simple verb tense often contain one of the following words: *everyday, always, usually, normally, generally, each, every*
4. Examples using present simple tense verbs

Singular	Plural
I work	We work Paul and I work
You work	You work
He works She works It works Paul works Mary works The car works	They work Paul and Mary work

Singular	Plural
I run to school each day. I sing in church every Sunday.	We clean the school each morning.
You always cook food.	You normally wash your clothes each Sunday.
He studies each morning. She reads in the library everyday. Mr. Paul usually rides his bike everyday.	They walk to church every Sunday. Paul and Mary generally practice English each afternoon.

GRAMMAR PRACTICE

Activity 1

Directions: Put the correct simple present tense form of the verb talk in the blank space.

1. The boy ________________.
2. The men ________________.
3. She ________________.
4. I ________________.
5. You and I ________________.
6. We ________________.
7. The woman ________________.
8. The priest ________________.
9. The girls ________________.
10. He ________________.
11. You ________________.
12. They ________________.
13. The policeman ________________.
14. The teachers ________________.
15. The teacher ________________.
16. He and she ________________.
17. It ________________.
18. The doctor ________________.
19. The pilot ________________.
20. She and I ________________.

Activity 2
Directions: Complete numbers 1 – 10 using each of the following verbs*: think, examine, bring, carry, cut, plant.*

1. He ________________.
2. She ________________.
3. He and she ________________.
4. They ________________.
5. Mary ________________.
6. Mary and Eugene ________________.
7. You ________________.
8. Peter and I ________________.
9. We ________________.
10. Peter, Paul and they________________.

Activity 3
Directions: Put the correct form of one of the following verbs into the blank spaces below.

wake up, wash, eat, drink, clean, walk, study, fetch, ride, rest

1. He sleeps all night. Then he _________ early in the morning.
2. They usually _________ their clothes in the afternoon.
3. She always _________ math at night.
4. They normally _________ water in the river.
5. We generally _________to school in the morning.
6. You always _________ your bike home after school.
7. I usually _________ my shoes before school.
8. He _________ a soda at the store every Sunday.
9. In the afternoon I am tired. I usually _________ in the house.
10. In the evening she always _________ matoke and beans.

Activity 4
Directions: Put the correct form of one of the following verbs into the blank space in the following story.

write, wake up, read, wash, drink, walk, eat, study

Justa always__________ early in the morning. She __________ her face. Then she __________ tea and __________ bread. She __________ to school with her friends. She __________ math and English. She __________ a book. She __________ in her notebook.

Activity 5
Directions: Put the correct form of the following verbs into the blank spaces in the following story.

write, wake up, read, wash, drink, walk, eat, study

I always__________ early in the morning. I __________ my face. Then I __________ tea and __________ bread. I __________ to school with my friends. I _________ math and English. I __________ a book. I __________ in my notebook.

Activity 6
Directions: The following story contains errors with the present simple verb tense. Find and correct the errors. Note to teacher: The errors are underlined. Do not underline them for the students.

Juma always walks to school with his friends. They generally walks past the church and then the hospital. Juma always walk with his friends because they tell jokes and laugh. At school, Juma study English and other subjects. He like to study English because he want to work in tourism. His friends wants to work as computer specialists. Juma think tourism would be a fun career. He like to travel. He know that to work in tourism you needs to speak English because most visitors do not speaks Kiswahili.

SPEAKING

Activity 1: Closed Drill
Ask individual students the question, *What do you do in the morning?*
Students answer:

In the morning I	wake up at 5 am. wash my face. eat some bread. drink some tea. walk to school. clean the school. study English.

Activity 2: Open Drill
STEP I: Ask student #1: *What do you do in the afternoon?*

Student #1 answers:

In the afternoon	I	return home. talk to my friends. eat some food. rest in the house. work in the garden. fetch water. cook dinner. go to bed.

STEP II: Ask student #2: *What does Student #1 do in the afternoon?* Student #2 repeats what Student #1 said; however, Student #2 has to say

In the afternoon	he she	return***s*** home. talk***s*** to friends. eat***s*** some food. rest***s*** in the house. work***s*** in the garden. fetch***es*** water. cook***s*** dinner. go***es*** to bed.

*Note: To make this activity more challenging, do not write the answers on the board.

Activity 3: Dialogue/CLOZE Procedure #1
Write the following verbs on the board:

study, learn, wake up, wash, put on, walk, write, read, work, return, cook, eat, drink, clean, fetch, go to sleep.

Review the verb definitions. Students work in groups of 4 saying the sentences aloud and filling in the blanks.
Note: Students should finish the exercise in writing as homework.

In the morning I _____ at 5:00 a.m. I _____ my face and _____ my clothes. I _____ some bread, _____ some tea and then I _____the dishes. I _____ to school with my friends. I _____ English, maths and other subjects at school. I _____ how to use verbs in English. I write in my notebook and read in the textbook. After classes I leave school and return to my home. I _____ with my friends. I _____ some food. I _____ water. I ______ in the garden. I _____ matoke and beans. I ______ at 10 p.m.

Activity 4:Open Drill
Have students fill in the following chart as a review activity for Present Simple Tense Verbs. Use the verbs *study, try, fly, examine,* and *list.* Note: Add any other verbs the class has been studying.

Singular	Plural
I ______	We ______ Antidius and I ______
You ______	You ______
He ______ She ______ It ______ Mary ______ Albert ______	They ______ Gidion and Tecra ______

Activity 5: Open Drill
Ask individual students to make sentences using the constructions below. Note: Make sure they add **s** to verbs using he or she as subjects.

		wake up	
		wash	
	I	eat	
		drink	
	you	walk .	
In the morning		clean	
	he	study	
In the afternoon		return	_________________________.
	she	talk	
In the evening		ride	
	we	rest	
		work	
	they	fetch	
		cook	
		go	

Activity 6
Write the following verbs on the board. Students practice making a few sentences using the verbs and possessive pronouns provided.

wash, put on, walk, study, learn, talk, eat, fetch, work, go to, sleep, his, drink, clean, wake up, , cook, eat.

In the morning William_____ at 5:00 a.m. He _____ his face and _____ _____ clothes. He _____ some bread, _____ some tea and then he _____the dishes. He _____ to school with _____ friends. He _____ English, maths and other subjects at school. He _____ how to use verbs in English. He writes in _____ notebook and reads in the textbook. After classes he leaves school and returns to ____ home. He _____ with ____ friends. He _____ some food. He _____ water. He ______ in the garden. He _____ matoke and beans. He ______ at 10 p.m.

Activity 7: Chain Story
The teacher starts telling a story about a family and their lives. For example, *There is a man who lives in Ijumbi. He has a wife and three children. His wife is Devotha. She works in the garden every day and cooks food for her three children. Her children are (stop).* Now a student continues the story. After two or three sentences, the teacher stops the student and another student continues telling the story. This continues until all or many of the students have contributed to the story.

LISTENING

Directions for Teacher

1. Review Vocabulary.
2. Slowly read the story. Students are to raise their hands each time they hear a new vocabulary word. They say the word aloud. The teacher corrects their pronunciation where necessary.
3. Write *Listening Comprehension Questions* #1 on board and review with students.
4. Read story 2 or 3 times.
5. Students answer *Listening Comprehension Questions* #1.
6. Review answers.
7. Write *Listening Comprehension Questions* #2 on the board and review.
8. Read story again.
9. Students answer *Listening Comprehension Questions* #2.
10. Review answers.
11. Slowly read the story. Students are to raise their hands each time they hear a *present simple verb.* They say the verb aloud. The teacher corrects their pronunciation where necessary.
12. Discuss one or two of the *Thinking Questions*.

Vocabulary

arrive	always	return	after that	sunrise	favourite
then	extra	sunset	joke	valley	

MY LIFE

I usually wake up in my home at 4:30 in the morning. It is dark and cold. I wash my face and hands. I get dressed. I then start a fire and make tea. I like to have tea before I walk to school. It takes two hours to walk to school. It is a nice walk. I look over the valley. I can hear people. They are cutting wood and talking to one another.

I always arrive at school at 7 in the morning. There are only a few students there. My friend arrives and we talk. We tell some jokes and laugh. Other students arrive and then we have morning parade. We then cut grass. After that we go to class and study civics. I like to study civics, but my favourite class is maths.

At 10:40 we always go for porridge. It is nice to have something to eat. I talk with my friends and then return to class. We study until 2:20 and then go to sports. I like to play netball and volleyball. We then go home. I walk for two hours. I am very hungry when I arrive at the house. I eat matoke and beans. Then I rest and talk with my aunt. She is very nice and always gives me extra food. We go to the garden and work until the sun sets. Then we return to the house and cook dinner. After we eat I am very tired. I go to bed and sleep.

Listening Comprehension Questions # 1: True/False

1. The student likes to play basketball.
2. The student lives in the Boys Hostel.
3. The student's favourite subject is maths.
4. After school the student works with the uncle.
5. The student wakes up at 4:30 in the morning.
6. The student likes the aunt.
7. The aunt gives the student extra food.
8. The student does not go to sleep until the sun rises.
9. The student eats fish in the afternoon.
10. The student cuts grass at school.

Listening Comprehension Questions # 2

1. What time does the student get up in the morning?
2. How much time does it take to walk to school?
3. What is the student’s favorite subject?
4. What sports does the student like to play?
5. What does the student do after school?
6. Why does the student like the aunt?

Thinking Questions

1. What is a good title for the story?
2. Describe a typical day in your week.
3. Do you think it is better to live at home when you go to school or to stay in the school hostel?

UNIT 8
PAST SIMPLE VERB TENSE

GRAMMAR PRESENTATION

Key points

1. Use simple past tense verbs to describe an action that already happened (wakati iliopita). In Kiswahili it is indicated by the verb marker *li.*
2. In the simple past tense, regular verbs always end in *ed. Examples:*

play	*played*
work	*worked*
kick	*kicked*
plant	*planted*

3. There are, however, many irregular verbs that do not end in *ed.* Some of them include the following:

Present Tense	Past Tense	Present	Past	Present	Past
am, is, are	was, were	grow	grew	sing	sang
begin	began	hear	heard	sink	sank
break	broke	hold	held	sit	sat
bring	brought	hurt	hurt	sleep	slept
build	built	keep	kept	speak	spoke
buy	bought	know	knew	spend	spent
choose	chose	leave	left	spread	spread
come	came	lose	lost	stand	stood
cut	cut	meet	met	steal	stole
dig	dug	pay	paid	sweep	swept
do, does	did	put	put	swim	swam
draw	drew	quit	quit	take	took
drive	drove	read	read	teach	taught
eat	ate	ride	rode	tell	told
fall	fell	run	ran	think	thought
find	found	say	said	throw	threw
fly	flew	see	saw	wear	wore
forget	forgot	sell	sold	write	wrote
get	got	send	sent		
give	gave	shake	shook		
go	went	shut	shut		

4. Sentences containing the past simple verb tense often have one of the following words: *yesterday, last night, last week, last Tuesday, a week ago, a year ago, before.*

GRAMMAR PRACTICE

Activity 1

Practice pronouncing the new vocabulary located above.

Activity 2

Students look up the verbs above in the dictionary and identify the KiSwahili definitions. They write them in their books to study. If there are no dictionaries, ask students to provide as many definitions as they know. The teacher can then add definitions they do not know.

Activity 3
Directions: Fill in the blank spaces with the correct form of the simple past tense verbs:

1. He _____ to school yesterday. **walk**
2. She _____ her homework last night. **do**
3. The children _____ the cup a week ago**. break**
4. The women _____ in the garden yesterday. **dig**
5. The storekeeper _____ the money to the woman yesterday afternoon. **give**
6. The students _____ water to school yesterday morning. **bring**
7. The boys _____ the firewood two weeks ago. **cut**
8. The students _____ the answers to the questions. **know**
9. The man _____ the beans at the market last Sunday. **sell**
10. When we were students, we _____ blue sweaters and white shirts. **wear**
11. The big fish _____ in the lake. **swim**
12. The old man _____ in the chair. **sleep**
13. The people _____ in the church last Sunday. **sing**
14. The thief _____ the bicycle when the people were in the church. **steal**
15. The teacher _____ in her book. **write**
16. The girls _____ the blanket on the bed. **spread**
17. They _____ the plane fly over the mountain earlier today. **see**
18. The man_____ all of his money in the bar last night. **spend**
19. The cow _____ in the rain all day yesterday. **stand**
20. The boat _____ in the lake during the storm five years ago. **sink**

Activity 4
Directions: Fill in the blank spaces using the correct form of the simple past verb tense.

go give buy fetch break sing cook tell eat sit purchase

Yesterday we _____ food at the market. We _____ home and _____ the food. We _____ some of the food to our friends to eat. While we ate, my brother dropped his plate and the plate _____. After we ate we _____ some songs. Then we ran to the store and _____some pipi. We _____ the pipi and then went to the river and _____ water. When we returned home we ______ by the fire. We _____ stories to each other.

SPEAKING

Activity 1: Closed Drill

1. Write the charts 1 and 2 on the board:
2. Ask students a question from Chart 1. All students in the class answer using the cues provided by the teacher. (Teacher points to the words to be said located in Chart 2.)

Chart 1		*Chart 2*		
	yesterday?	Yesterday		studied maths.
	two days ago?	Two days ago	I	visited Mwanza.
	two weeks ago?	Two weeks ago	you	played football in Bukoba.
What did you do	two years ago?	Two years ago	he	brought my brother to school.
	three days ago?	Three days ago	she	drove to Dar.
	last night?	Last night	we	wrote a poem.
	last month?	Last month	they	swam in Lake Victoria.
	last year?	Last year		rode a hippo through Muleba.

3. Individual students come to the board and practice forming sentences using the simple past verb tense.

Activity 2: Open Drill

1. Two students come to the front of the room. Student A asks

	yesterday?
	two days ago?
	two weeks ago?
What did you do	two years ago?
	three days ago?
	last night?
	last month?
	last year?

Student B answers using the chart below. Students must add their own information. The sentences they make should contain three past simple tense verbs. For example: *Yesterday I cooked food, fetched water, and went to the store*. Encourage them to look at the verb list provided during the *presentation stage* of the grammar lesson.

Yesterday		
Two days ago		
Two weeks ago		
Two years ago	I	____________, _____________, and ______________.
Three days ago		
Last night		
Last month		
Last year		

Activity 3: Open Dialogue

- Students work in groups of two.
- Each group prepares a dialogue to present to the rest of the class.
- Student #1 asks Student #2, "What did you do over the weekend?
- Student #2 answers using three past tense verbs. When answering they should use the following format: *Over the weekend I _____. Then I _____. After that I _____.* Example*: Over the weekend I went to the store. Then I bought some eggs. After that I ate the eggs*.
- Once all of the students have said their dialogue, have the students walk around the room and ask other students: *What did you do over the weekend*? The students should answer the questions using the past simple tense. While they practice, the teacher should walk around the room and assist where necessary.

Activity 4: Chain Story

The teacher starts telling a story about a family and their lives. The teacher uses the past simple verb tense. For example: *Once there was a man who lived in Ijumbi. He had wife and three children. Every morning his wife, Devotha, worked in the garden and cooked food for her three children. Her children's names were (stop).* Now a student continues telling the story. After two or three sentences, the teacher stops the student and another student continues telling the story. This continues until all or many of the students have contributed to the story.

Activity 5: My Days in Primary School

The teacher asks the students to prepare a little story telling about their days at primary school. They are to tell

- Where they went to school
- What subjects they liked to study
- About teachers they liked and why
- About other students they liked and why

When they have prepared their stories, they can either 1) share them with the entire class or 2) share them in small groups of 4 to 6 students.

LISTENING

Directions for the Teacher

1. Review Vocabulary.
2. Slowly read the story. Students are to raise their hands each time they hear a new vocabulary word. They say the word aloud. The teacher corrects their pronunciation where necessary.
3. Write *Listening Comprehension Questions* #1 on board and review with students.
4. Read story 2 or 3 times.
5. Students answer *Listening Comprehension Questions* #1. Review answers.
6. Write *Listening Comprehension Questions* #2 on the board and review.
7. Read story aloud again.
8. Students answer *Listening Comprehension Questions* #2. Review answers.
9. Slowly read the story. Students are to raise their hands each time they hear a *past simple verb tense*. They say the verb aloud. The teacher corrects their pronunciation where necessary.
10. Discuss one or two of the *Thinking Questions.*

Vocabulary

how to	to fish	adventure	next to	beach	fishing line	salad	enormous
grab/grabbed	fishing poles	favourite	sand	fishermen	hook/ bait	tie/tied	meal

HOLIDAY ADVENTURE

During the holiday I visited my grandfather and grandmother in Bukoba. I arrived on Friday and left on Monday. When I arrived, my grandmother cooked a large meal for me. We ate matoke, beans and salad. We sat and talked about school. I told them that I like the studies very much. I told them that my favourite subjects are English and Geography. After we ate, we visited my grandfather's friend, Mr. George. His house is next to Lake Victoria. We sat on the sand and looked at Msilaa Island. We walked on the beach and talked to the fishermen. I asked a lot
of questions about how to fish. We bought two fish for supper and then we returned home. Before we left, Mr. George asked grandfather and me to return to go fishing Saturday.

On Saturday morning we woke up very early. It was dark outside, and we went to Mr. George's house. He gave us fishing poles. We went to the lake. We sat on a rock. We tied hooks on our fishing lines. We put bait on the hook. Then we put our fishing lines into the water. We sat and waited. The sun rose over the lake. A big fish grabbed my hook. It pulled and pulled. I worked hard. Finally I got the fish on the rock. It was an enormous fish.

When we returned home, my grandmother was very happy. She prepared a wonderful meal for Mr. George, my grandfather, and me. The fish tasted great! I love visiting my grandfather and grandmother's house.

Listening Comprehension Questions #1: True/False

1. The grandfather lives in Rubya.
2. The student arrived at the grandmother's house on Friday.
3. The student left the house of his grandfather on Tuesday.
4. The student's favourite subjects are chemistry and English.
5. The student and the grandfather visited Mr. George on Thursday.
6. The student does not like to eat fish.
7. They fished in the afternoon.
8. Mr. George caught an enormous fish.
9. It was dark when the student caught the fish.
10. The word, *enormous,* means *big*.

Listening Comprehension Questions #2

1. The student and the grandfather visited Mr. _______.
2. They walked on the beach and talked to the _______.
3. They tied _____________ on the fishing line.
4. A big fish _____________________ the fishing line.
5. It was an ______________ fish.
6. What did they eat on Friday afternoon?
7. What subjects does the student like to study?
8. How many fish did they buy?
9. How many nights did the student sleep in Bukoba?
10. Why does the student love to visit his grandfather and grandmother?

Thinking Questions

1. Who do you like to visit? Why?
2. In the story, the grandfather taught the boy how to fish. Tell about something your grandfather or grandmother taught you how to do.

UNIT 9
FUTURE VERBS: SIMPLE TENSE & GOING TO/PLANNING TO

GRAMMAR PRESENTATION

1. The Future Verb Tense is used to describe events that happen in the future (wakati ujao). In Kiswahili it is designated with the verb infix *ta*.
2. Words in a sentence that indicate the need to use the future are *tomorrow, tomorrow afternoon, tomorrow morning, next week, next year, this week, this weekend ,this afternoon, later*.
3. The Future Simple Verb Tense is formed by using *will* or *shall* + a verb in its *present simple form*. Examples include: I *shall run*. You *will play*. He *will sing*. We *shall dance*. Mary and I *shall* eat. They *will cook*.
4. S*hall* is used with *I*, w*e*, or a *noun and I* such as Mary and I or Almachius and I.
5. *Will* is used with *you, he, she, it, they or a person's name* such as *Abzurzack, Grace, Mary and Tom.* Examples:

SINGULAR

I	shall
You	will
He She It The boy Lisa The cat	will

PLURAL

We Antia and I	shall
You	will
They Maria and Godfrey The girls The men The cows	will

6. You can also form the future by using *going to + verb* in its *present simple form,* or *planning to + verb* in its *present simple form.* Examples:
   1. What *are* you going to do tomorrow? Tomorrow I *am going to go* to Bukoba.
   2. What *are* you planning to buy at the market? I *am planning to buy* a bike.
   3. Where *are* you planning to go after school? After school I *am planning to walk* to Muelba.
   4. What *are* you going to be when you complete school? I *am going to be* a teacher.
   5. Whom *are* you going to study with this afternoon? I *am planning to study* chemistry with Joas.

GRAMMAR PRACTICE

Activity 1
Directions: Fill in the blank spaces with the correct form of the future simple verb tense. Upon completing the activity, have individual students write their answers on the board for other students to correct. Then have students circle the words that indicate the need to use the future tense: *tomorrow, tomorrow afternoon, tomorrow morning, next week, next year, this week, this weekend ,this afternoon, later.*

1. Tomorrow I ______ to school. (go)
2. They ______ in the garden on Saturday next week. (work)
3. Mary and Ester ______ math tomorrow night. (study)
4. Ester and I ______ food later today. (cook)
5. You ______ in church this Sunday. (sing)
6. He ________ football this afternoon. (play)
7. We ________ on the computer after school. (type)
8. The piki piki ________ if we put petrol in it. (run)
9. The student and I ________ our bicycles to KiShanda on Saturday. (ride)
10. We ________ the grass after the morning assembly. (cut)

Activity 2

Directions: 1) Put the correct form of the future simple verb tense (will/shall) in the sentences below using the following verbs: *bring fly give draw break swim teach tell close dig*

2) Circle the words that indicate the need to use the future tense: *tomorrow, tomorrow afternoon…*

1. She ________ in the garden this Saturday.
2. Tom ________ the food to the hospital tonight.
3. The headmaster ________ to Dar in a plane next week.
4. The children ________ in Lake Victoria tomorrow.
5. We ________ the money to our mother tonight.
6. I ________ a picture of the building on the blackboard.
7. Father George ________ us a story from the Bible.
8. The teacher ________ the students about the solar system.
9. Mary and I ________ the library at 3 in the afternoon. After that we shall go home.
10. The children ________ the glass window if they play football near the house.

Activity 3

1. Students write 5 sentences using *will* and 5 sentences using *shall.*
2. They write their sentences on the blackboard.
3. The teacher asks other students to put their thumbs up if the sentence is ok, and thumbs down if the sentence needs correcting.
4. Other students make any necessary corrections.

Activity 4

Students will write answers to the following questions using the *going to* or *planning to* format.
Example: What are you going to buy at the store? I am going to buy a pencil.

1. What are you going to do in the church?
2. What are you planning to buy at the market?
3. Whom are you going to see in Bukoba?
4. What is he planning to study over the holiday?
5. What are we going to drink at the store?
6. What is she planning to study in college?
7. What is the teacher going to read in the library?
8. What are the students going to sing at the assembly?
9. What is the cow going to eat in the garden?
10. What are the women going to sell in Muleba?

Activity 5

1. Students write in their notebooks 5 questions using the *going to* + verb or *planning to + verb* format. Example: What are you going to buy at the store?
2. They write their questions on the board.
3. Other students come to the board and write and read the answers.
4. The teacher asks the students to put their thumbs up if the questions and answers are ok, and thumbs down if they need correcting.
5. Other students make any necessary corrections.

Activity 6

Students review the following 10 sentences and decide if the verb should be in the present, past or future simple verb tense. First, they circle the word that tells them which verb tense to use. Second, they put the verb into the correct form. For example: In question number one, they circle *everyday* and put the verb into its present simple form, *work*.

1. Everyday I ________ in the garden (work)
2. Yesterday I ________ chemistry. (study)
3. I ________ in the lake next week. (swim)
4. We ________ tea yesterday. (drink)
5. Sarah and Melis ________ to university next year. (go)
6. Jovina ________to Form 5 last week. (go)
7. I ________ to school every morning. (walk)
8. Donatius ________ the World Cup on the television last year. (watch)
9. Gideon ________ give me money tomorrow. (give)
10. Kendrick and Almachi ________ paint the school next year. (paint)

SPEAKING

Activity 1: Closed Drill

1. Write charts 1 and 2 on the board. Ask students a question from Chart 1. *All* students in the class answer using the cues provided by the teacher in Chart 2.

Chart 1 *Chart 2*

What will you do	tonight? tomorrow? next Tuesday? next week? next year? later? this week? this weekend?	Tonight Tomorrow Next Tuesday Next week Next year Later This week This weekend	I shall	study maths. visit Mwanza. play football in Bukoba. bring my brother to school. travel to Dar. write a poem. swim in Lake Victoria. drive a car to Muleba.

2. Pairs of students use the chart to practice asking questions and forming answers.

Activity 2: Open Drill

1. Two students come to the front of the room. Student A asks:

What will you do	tonight tomorrow? next Tuesday next week? next year? later? this week? this weekend?

2. Student B answers using the chart below. The student must add his/her own information. The sentences should contain 3 future simple tense verbs. For example: *Tomorrow I <u>shall cook</u> food, <u>fetch</u> water, and <u>go</u> to school.* Note: When using two or more verbs in a row, you only need to use *shall* with the first verb.

Tonight Tomorrow Next Tuesday Next week Next year Later This week This weekend	I shall	_____________, ______________, and _______________.

Activity 3: Dialogue

Write the dialogue on the board. First, have students practice it in pairs in front of the class. Then have students practice it with another student at their desks.

Student 1	Hi, how are you?
Student 2	I'm fine. How are you?
Student 1	I'm great. I'm looking forward to the holiday.
Student 2	What are you planning to do?
Student 1	I am planning to go to Bukoba.
Student 2	What will you do there?
Student 1	I am planning to visit my uncle. I shall go to the market and buy some food. I shall go to the shops and buy some clothes for school. What are you going to do?
Student 2	I am going to Ijumbi. I'm planning to help my parents. I shall work in the garden, take care of the chickens and study English. Well, have a great trip. See you in January.
Student 1	Thanks. See you in January.

Activity 4: Open Dialogue

- Students work in groups of two.
- Each group prepares a dialogue to present to the rest of the class. Each dialogue will use the following format:

Student #1	What will you do over the weekend?
Student #2	Over the weekend I shall _____. Then I shall _____. After that I am planning to ___.

Note: The dialogues must contain 3 verbs in the future simple tense. Example*:* Over the weekend I *shall go* to the store. Then I *shall buy* some eggs. After that I *am planning to eat.*

- Once five or six student pairs have performed their dialogue, have students at their desks ask other students: *What will you do over the weekend*? While they practice, the teacher should walk around the room and assist where necessary.

Activity 5: Open Dialogue Using *Planning To & Going To*

1. The teacher models the following activity with one student in front of the rest of the class.

Student 1	Hi, how are you?
Student 2	I am fine. How are you?
Student 1	I am great. I am looking forward to the holiday.
Student 2	What are you planning to do?
Student 1	I am planning to _____________, _____________, and _____________ .
Student 2	That's great. I am going to _____________, _____________, and_____________
Student 1	Well, have a nice trip. See you in January.
Student 2	Thanks. See you in January.

2. Two students perform the dialogue in front of the rest of the class.
3. Students perform the dialogue with the student sitting next to them.

Activity 6: Chain Story

The teacher starts telling a story about what he/she will do over the annual holiday in December. The teacher can make up a fictitious story. For example: *Over the holiday I am going to walk to Cairo. On the way I shall stop in Kampala, Nairobi, and Khartoum. In Cairo I shall (stop).* Now a student continues the story. After two or three sentences, the teacher stops the student and another student continues telling the story. This continues until all or many of the students have contributed to the story.

Activity 7: When I am 40 Years Old

1. The teacher tells the students to write in their notebooks 10 sentences describing what their life will be like when they are forty years old. For example, *When I am forty, I shall be married. I shall have three children. We shall live in____.*
2. Students stand up and read their stories to the other students.
3. After each student reads his or her story, encourage other students to ask questions.

LISTENING

Directions for the Teacher

1. Review Vocabulary.
2. Slowly read the story. Students are to raise their hands each time they hear a new vocabulary word. They say the word aloud. The teacher corrects their pronunciation where necessary.
3. Write *Listening Comprehension Questions #1* on board and review with students.
4. Read story 2 or 3 times.
5. Students answer *Listening Comprehension Questions #1* in their notebooks. Review answers.
6. Write *Listening Comprehension Questions #2* on the board and review.
7. Read story aloud 2 or 3 times.
8. Students answer *Listening Comprehension Questions #2.* Review answers.
9. Slowly read the story again. Students are to raise their hands each time they hear a *future simple verb tense*. They say the verb aloud. The teacher corrects their pronunciation where necessary.
10. Discuss one or two of the *Thinking Questions.*

Vocabulary

tour	interview	each other	then
also	fishermen	another	

The Tour

Tomorrow 60 Form I students from Humura will go to Bukoba on a tour. They will leave Rubya at 6 in the morning. First they will visit the airport. At the airport they will tour an airplane. They will interview the pilot and find out about her job. Also, they will tour the airport building.

Next they will go to town. In Bukoba they will visit the market and the shops. At the market they will buy rice to cook for lunch. After the market, twenty students will go to the Post Office and interview Mrs. Sweetbert about her job. Another twenty students will go to the hospital and interview two doctors about their jobs. Another twenty will go to the Tanzanian Revenue Authority and interview Mr. Mwombeki.

After the interviews the students will go to Lake Victoria. They will swim. Then they will buy fish from the local fishermen. Later, they will cook a lunch of fish and rice. When they finish lunch, they will tell each other about the people they interviewed. At the end of the day they will visit the Regional Education Office. They will meet with the Regional Education Officer. He will talk to them about education programs in Kagera Region. After that they will go home on the school truck.

Listening Comprehension Questions #1: True/False

1. The students will tour Mwanza.
2. Twenty students will visit the airport.
3. Twenty students will tour the hospital.
4. Mrs Mwombeki works at the Post Office.
5. Mr Sweetbert works at the Tanzanian Revenue Authority.
6. The students will swim in the lake.
7. The students will cook fish and rice for lunch.
8. The pilot works in the Revenue Authority.
9. Twenty students work at the hospital.
10. The students will go home on the school bus.

Listening Comprehension Questions #2

Directions: Put the following sentences in the correct order:

1. The students will swim in the lake.
2. The students will meet the Regional Education Officer.
3. The students will buy fish.
4. The students will leave Rubya at 6 in the morning.
5. The students will leave Bukoba.
6. The students will interview doctors.
7. First the students will go to the airport.
8. After that the students will go to the market.
9. They will tell each other about the people they interviewed.

Thinking Questions

1. If you could go on a tour, where would you want to go? Why do you want to go there?
2. Describe one interesting trip you had and what you learned while you were there.

UNIT 10
PRESENT CONTINUOUS

GRAMMAR PRESENTATION

1. Form the Present Continuous by using am, is or are + a verb that ends in *-ing*.

Singular

I	am	cook*ing*.
You	are	study*ing*.
He She It Mr. Jordan Elenora The bike	is	work*ing*.

Plural

We Justus and I	are	writ*ing*
You	are	read*ing*
They Justus and Rambo	are	calculat*ing*

Note:
- Use **am** with I.
- Use **is** with *he, she, it* or *a singular (one) noun, i.e.,* one person--Devotha; one animal--cat; one place--school; or one thing--pencil.
- Use **are** with *you, we, they* or *plural nouns* i.e., two or more people--Devotha and Moses; animals--two cats, places--schools; or things--five pencils.

2. Adding *-ing* to the end of the verb:
- If the verb ends in *e*, drop the *e* and add *-ing*. Examples: love = loving, lose = losing, use = using, choose = choosing
- If the verb ends in *ie*, change the *ie* to *y*. Examples: die = dying, lie = lying
- If the verb has three letters, double the final letter: cut = cutting, run = running, sin = sinning

3. Use the Present Continuous to describe:
- Actions that happen at the time of speaking. Examples: She *is working* now. Where are the students? They *are studying* as we speak.
- Present temporary situations. Examples: It *is raining* outside now, but it will not rain later. The man *is sleeping* now, but he will get up soon. The students *are drinking* porridge now, but at 11 they will go to class.
- Present temporary habits. Examples: I *am studying* at Humura Secondary School this year, but next year I shall go to Form 5. He *is working* at the store this week, but next week he will go to Dar.

GRAMMAR PRACTICE

Activity 1
Directions: Complete the following sentences using the Present Continuous.
1. The man __________ to the store now. (walk)
2. Adella __________ at the hospital this year. (study)
3. Where is the student right now? The student __________ grass at the school. (cut)
4. What is Katunzi doing this year? This year, Katunzi __________ Ihungu Secondary School. (attend)
5. Where is the baby? The baby __________ in the bedroom. (sleep)
6. What are the students doing now? The students __________ the football. (kick)
7. What are you doing this year? This year I __________ to Humura Secondary School. (go)
8. What is the weather like now in Bukoba? It __________ everyday. (rain)
9. Where are the children? The children __________ on their clothes to go to school. (put)
10. Where is Doctor John right now? The doctor __________ (talk) to the people about malaria.

Activity 2
Directions: Students write answers to the following questions using the present continuous verb tense.
Example: What are you doing at the store? I am buying a pencil.

1. What are you doing in the church?
2. What are you buying at the market?
3. Whom are you seeing in Bukoba?
4. What is he studying over the holiday?
5. What are they drinking at the store?
6. What is she studying in college?
7. What is the teacher reading in the library?
8. What song are the students singing at the assembly?
9. What is the cow eating in the garden?
10. What are the women selling in Muleba?

Activity 3
Directions: Select the best verb to put into the sentences below. Use the present continuous tense.

eating	drinking	fishing	flying	writing
cutting	reading	sleeping	washing	smoking

1. The man ____________________ his hands.
2. The baby ____________________ in the bed.
3. The two boys ____________________ in the lake for Tilapia.
4. The girl ____________________ a mango.
5. The woman ____________________ a book.
6. The plane ____________________ over the city.
7. The boy ____________________ tea.
8. The man ____________________ the wood with an axe.
9. The man ____________________ a cigarette.
10. The teacher ____________________ on the board.

Activity 4
Directions:
1. Students write 5 sentences using the present continuous verb tense.
2. They write their sentences on the blackboard.
3. The teacher asks other students to put their thumbs up if the sentence is correct, and thumbs down if the sentence needs to be corrected.
4. Other students make any necessary corrections.

Activity 5
Directions: When forming the present continuous tense with a word that ends in e, drop the e and add -*ing.* Example: dance--dancing. Make sentences using the present continuous tense with the following words:

smoke	share	serve	raise	close	chase
love	waste	live	hope	taste	blame

Activity 6

To make the present continuous into a question, you must separate *am, is* or *are* from the *-ing* verb. You move *am, is* or *are* to the position before the subject of the verb. Remember, the subject performs the action of the verb.

I am working on Saturday. You are painting the school. He is going to Bukoba?	becomes	Am I working on Saturday? Are you painting the school? Is he going to Bukoba?

Note: In example #1, *am* is moved to the space before *I*. In example #2, *are* is moved to the space before *you.*

Directions: Make the following statements into questions.

1. I am working at home**.**
2. She is driving the car.
3. We are studying math.
4. They are drinking porridge.
5. You are reading a physics book.
6. Tom is travelling to Mwanza.
7. Mary and I are sewing dresses.
8. Mary and Pam are sleeping.
9. Kim is talking with Harold.
10. Almachius and she are photocopying exams.

SPEAKING

Activity 1: Closed Drill

1. Write charts 1 and 2 on the board. Ask students a question from Chart 1. All students in the class answer using the cues provided by the teacher. (Teacher points to the answer located in Chart 2.)

Chart 1 *Chart 2*

What	are you doing? is he doing? is she doing? are we doing? are they doing? are Charles and William doing?	I am He is She is We are They are Charles and William are	studying math. visiting Mwanza. playing football in Bukoba. bringing my brother to school. driving to Dar. writing a poem. swimming in Lake Victoria.

2. Two students come to the board and practice asking questions and forming answers using the examples provided in *Charts 1* and *2*.

Activity 2: Open Drill

1. Two students come to the front of the room. *Student A* asks a question using Chart 1.

Chart 1

What	is are	you he she Tom Paul Debby the dog we Terry and I they Charles and William the cows	doing?

Student B answers by putting a verb from the list below into Chart 2.

Verb List

sing	listen	draw	hide	bake	read	run	dance	plant
think	mop	move	clean	chop	kick	sing	travel	go

Chart 2

I You He She Tom The dog We Terry and I They Charles and William The cows	am is are	____________________.

Activity 3: What Are You Doing?
Students write in their notebooks three answers to the question: *What are you doing now?* They then say the sentences and write them on the board. The other students make any necessary corrections.

Activity 4: Describe Pictures
Students look at pictures of people or animals and write in their notebooks sentences about the picture using the present continuous tense. They then write the sentences on the board and say them aloud for the other students. The other students make any necessary corrections. Note: The teacher may need to provide a list of verbs to help the students form sentences about the pictures.

Activity 5: Write, Say, Correct

1. Students write three sentences using the present continuous tense in their notebooks.
2. One student reads one sentence aloud.
3. Another student writes the sentence on the board.
4. The teacher asks other students to put their thumbs up if the sentence is correct, and thumbs down if the sentence needs to be corrected.
5. Students/teacher make(s) necessary corrections.

Activity 6: Pictionary (Picture + Dictionary)
Whisper to one student a sentence that contains a present continuous verb (or write the sentence on a piece of paper and hand it to the student). The student then has to draw on the board a picture that represents the action of the verb. After that the rest of the class try to guess the *vocabulary word* and the *sentence* that the picture represents. For example, if the teacher whispered, "They are sweeping," the student comes to the board and draws a picture of two or more people sweeping. The other students then try to guess the verb and sentence.

Activity 7: Build-a-Story
Give every student a piece of paper with a present continuous tense verb written on it. Student #1 starts off the story using the verb written on his piece of paper. After that, student #2 adds to the story using the verb written on her piece of paper. All of the words must fit into the story.

Activity 8: All Mixed Up
Before class, the teacher writes sentences on pieces of paper. Each sentence contains one or more present continuous verbs. For example, the teacher writes the sentence, *The old man is sleeping and the young boys and girls are playing football.* This sentence contains 14 words. Thus the teacher writes each word on a separate piece of paper. The teacher then gives the pieces of paper to a group of students. The students have to put the words into a sentence which makes sense. They then write the sentence on the board and read it for the rest of the class.

Note: To make this activity more exciting, have two or more groups trying to put the same group of words together into a sentence at the same time.

LISTENING

Directions for the Teacher

1. Write *Listening Comprehension Questions #1* on board and review with students.
2. Read story 3 or 4 times.
3. Students answer *Listening Comprehension Questions #1* in their notebooks.
4. Review answers in class.
5. Slowly read the story again. Students are to raise their hands each time they hear a *present continuous verb*. They say the verb aloud. The teacher corrects their pronunciation where necessary.
6. Discuss one or two of the *Thinking Questions.*

Juma and Devotha

Juma: Hi Devotha. How are you?
Devotha: I'm fine. How are you, Juma?
Juma: Great. What are you doing?
Devotha: I am cutting grass for the cows to eat.
Juma: Where are the cows?
Devotha: They are drinking water in the stream. What are you doing?
Juma: I am fetching water for my family. My mother is washing clothes today and needs more water.
Devotha: How is your sister, Annastella?
Juma: She is doing well.
Devotha: What is she doing today?
Juma: She is cooking matoke, beans and fish. How is your brother, Godfrey? What is he doing today?
Devotha: Godfrey is fine. He is studying for the Form II Exams. He is reading his notes.
Juma: What are your cousins doing?
Devotha: They are walking to Muleba to buy rice and sugar.
Juma: Are they going to Muleba now or will they walk later?
Devotha: They are walking now. They left the house two hours ago.
Juma: I saw two Form III girls today. They are sewing cloth together to make a flag for the school.
Devotha: Who are the girls who are sewing?
Juma: Ivona and Ester.
Devotha: Oh, that is nice. I saw your friend, Jerome, at the football field. He is playing football.
Juma: Cool. Ok, it was nice talking to you. See you later.
Devotha: Yes, nice talking to you, too. Have a good weekend.

Listening Comprehension Questions #1

1. What is Devotha doing?
2. What is Juma doing?
3. Who is washing clothes?
4. What is Annastella doing?
5. Who is studying for the Form II exams?
6. Who is walking to Muleba?
7. What is Jerome doing?
8. Who is making a flag?

Thinking Questions

1. Pretend it is Saturday morning. Describe what people are doing at your house. Example: 1) My + father + is + present continuous verb. 2) My + mother + is + present continuous verb.
2. Describe a perfect day in your life. Tell all the things you will do.

UNIT 11
PAST CONTINUOUS

GRAMMAR PRESENTATION

1. The past continuous is formed by using two verbs:

was
or + **-ing verb**
were

- Use **was** with *I, he, she, it* or *a singular (one) noun, i.e.,* one person--Devotha; one animal--cat; one place--school or one thing--pencil.
- Use **were** with *you, we, they* or *plural nouns* i.e., two or more people--Devotha and Moses; animals--two cats, places--schools or things--16 pencils.

Examples:

- I was running to the store when I saw the teacher.
- You were playing football, and it started to rain.
- She was writing in her book as the teacher spoke.
- We were working at school before the man arrived.
- You and I were cutting grass this morning.
- They were leaving the house when the phone rang.

2. Use the past continuous tense to talk about:
   1. Things happening at a certain time in the past.
      At 3 o'clock yesterday I was walking home.
   2. An action already occurring when another action happened.
      They were working in the garden when it started to rain.
   3. Two actions happening at the same time.
      They were working in the garden while we were fishing.

GRAMMAR PRACTICE

Activity 1
Directions: Put the correct form of the past continuous into the sentences below:
1. I ____________ at home yesterday at 5 p.m.. (work)
2. She ____________ a book while her mother ____________ the food. (read, cook)
3. They ____________ football when the teacher ____________ the exam. (play, prepare)
4. They ____________ in Dar es Salaam while I ____________ in Musoma. (study, study)
5. Godefrida ____________ a letter when her mother came into the room. (write)
6. Dismas and I ____________ the building while the students ____________ the grass. (paint, cut)
7. Nasoro ____________ in the store when his father asked him to go to Muleba to get some petrol. (work)
8. She ____________ her dress at 4 p.m. yesterday afternoon. (sew)
9. He ____________ the bus when the dog ran into the road. (drive)
10. The men ____________ the drums while the women ____________. (play, dance)
11. She __________ water this morning. (fetch)
12. Yesterday, we __________ in the garden and he __________ bananas. (dig, plant)
13. At 7 a.m. the students and I __________ to school. (walk)
14. One year ago I __________ in Standard 7. (study)
15. The teachers __________ the exams last Saturday. (prepare)

Activity 2

Directions: Students are to answer the question: *What were you doing last night at 7 p.m.?* They are to form their answers using the words supplied below. For example, if the word is *matoke,* they can write: *Last night I was cooking matoke*, or *At 7 pm last night I was eating matoke*, or *At 7 pm last night I was preparing matoke.*

1. clothes
2. a book.
3. friends
4. tea
5. prayers
6. music
7. shoes
8. sick person
9. rice
10. water

Activity 3

Directions: Fill the blank spaces with past continuous verbs. Use the verbs listed below.

chase *run* *dig* *move* *fly* *throw*

The old man __________ in the garden when he saw a green snake. It __________ through the grass. It __________ two rats. The rats __________ very fast, but the snake was even faster. The snake grabbed one rat and the other one got away. The old man then saw a large bird. It __________ in the sky. It came down and picked up the snake. It began to fly away. Suddenly two men appeared. They __________ stones at the bird. The bird fell from the sky and the men took the bird. Thus, the snake got the rat, the bird got the snake, and the men got the bird. I wonder who will get the men?

Activity 4

- Bring to the class pictures of people doing things. For example, people cooking food, walking, playing sports.
- Have students write sentences about the pictures using the past continuous verb tense.
- Students write their sentences about the picture on the board.
- The teacher asks other students to put their thumbs up if the sentence is correct, and thumbs down if the sentence needs to be corrected.
- Other students make any necessary corrections.

Activity 5

- Students write 5 sentences using the past continuous verb tense.
- They write their sentences on the blackboard.
- The teacher asks other students to put their thumbs up if the sentence is correct, and thumbs down if the sentence needs to be corrected.
- Other students make any necessary corrections.

Activity 6

To make the past continuous tense into a question, you must separate *was* or *were* from the *-ing* verb. You move *was* or *were* to the position before the subject of the verb. Remember, the subject performs the action of the verb. Thus

1. I <u>was working</u> on Saturday.		<u>Was</u> I <u>working</u> on Saturday?
2. You <u>were painting</u> the school.	becomes	<u>Were</u> you <u>painting</u> the school?
3. He <u>was going</u> to Bukoba?		<u>Was</u> he <u>going</u> to Bukoba?

Note: In example #1, *was* is moved to the space before *I*. In example #2, *were* is moved to the space before *you.*

Directions: Make the following statements into questions.

1. I was working at home yesterday**.**
2. She was driving the car on Wednesday**.**
3. We were studying math last Tuesday.
4. They were drinking porridge at 10 a.m.
5. You were reading physics last night.
6. Tom was travelling to Mwanza last Friday.
7. Mary and I were sewing dresses last Sunday.
8. Mary and Pam were sleeping at the hostel last year.
9. Kim was talking with Harold earlier.
10. Almachius and she were photocopying exams yesterday.

SPEAKING

Activity 1: Closed Drill
Ask students a question from Chart 1. All of the students answer using the cues provided by the teacher on Chart 2.

Chart 1	*Chart 2*	
What were you doing last night?	Last night I was	studying math. visiting Mwanza. playing football in Bukoba. bringing my brother to school. driving to Dar. writing a poem. driving a car to Muleba.

Variations:
- Two students come to the board and practice asking and answering questions.
- One student comes to the front of the room and asks other students questions.

Activity 2: Closed Drill
Write Charts 1 and 2 on the board. Ask students questions from Chart 1. All students in the class answer using the cues provided by the teacher on chart 2.

Chart 1				*Chart 2*			
What	was were	I you he Ana it we they Ana & Paul	doing last week?	Last week	I you he Ana it we they Ana and Paul	was were	reading a novel. travelling to Kigoma. playing netball at Hakima. talking to the headmaster. cooking ugali and fish. singing songs. fishing in the ocean. drinking a soda at the store.

Variations:
- Two students come to the board and practice asking and answering questions.
- One student comes to the front of the room and asks the other students questions.

Activity 3: Open Drill
1. Two students come to the front of the room. *Student A* asks:

What	were you doing yesterday afternoon? was he doing last year? was she doing two weeks ago? were we doing last night? were they doing in school yesterday?

2. *Student B* answers using a verb from the verb list in the chart below.

Verb List

sing	listen	draw	hide	bake	go
think	mop	move	clean	chop	read

Yesterday afternoon Last year Two weeks ago Last night Yesterday	I he she we they	was were	____________________.

For example: *Yesterday afternoon I was singing church songs* or *Two weeks ago they were chopping wood.*

Activity 4: Describe Pictures

Students look at pictures of people or animals and write in their notebooks sentences about the picture using the past continuous verb tense. They then write the sentences on the board and say them aloud for the other students. The other students make any necessary corrections. Note: The teacher may need to provide a list of verbs to help the students form sentences. A variation of this activity is to have one student look at the picture and then say a sentence using the past continuous. While the student says the sentence, another student writes the sentence on the board.

Activity 5: Information Gap

Put the students into groups of four. Give <u>one</u> student in each the group a list of things they did over the school holiday (see *List of Holiday Activities* below). The other students are told to find out what their friend did by asking questions. Students use the past continuous to answer the questions.

The questions that the three students in each group ask are as follows:

	Monday?
	Tuesday?
	Wednesday?
What were you doing on	Thursday?
	Friday?
	Saturday?
	Sunday?

The format that the one student uses to answer the questions is as follows:

	Monday	
	Tuesday	
	Wednesday	
On	Thursday	I was ____.
	Friday	
	Saturday	
	Sunday	

List of Holiday Activities

Student 1
Monday: Going to Mwanza in a bus
Tuesday: Shopping for clothing in Mwanza
Wednesday: Visiting the Serengeti in a safari vehicle.
Thursday: Exploring the Serengeti in a safari vehicle.
Friday: Walking with the Masai in Arusha.
Saturday: Driving to Kampala in my friend's car.
Sunday: Travelling by bus to Bukoba.

Student 2
Monday: Travelling to Rubondo Island by bus and boat.
Tuesday: Cruising in a small boat and looking at crocodiles.
Wednesday: Hiking in the forest watching elephants.
Thursday: Fishing in Lake Victoria and catching Nile perch.
Friday: Travelling to Bukoba on the bus.
Saturday: Shopping in the market and buying clothes and food.
Sunday: Travelling to Rubya on a bus.

Student 3
Monday: Flying on Precision Air to Dar.
Tuesday: Visiting Dar es Salaam.
Wednesday: Swimming at Kipepeo Beach.
Thursday: Eating lunch with Racee and Mr. Nice.
Friday: Buying an English book and reading 5 pages.
Saturday: Flying to Bukoba with Air Tanzania.
Sunday: Travelling by bus to Rubya.

Student 4
Monday: Travelling to Bukoba on the bus.
Tuesday: Visiting the museum.
Wednesday: Shopping in the market.
Thursday: Visiting the waterfall in Ndolage.
Friday: Dancing at Lina's Night Club.
Saturday: Relaxing with friends by Lake Victoria.
Sunday: Travelling to Rubya by bus.

LISTENING

Directions for the Teacher

1. Review Vocabulary.
2. Slowly read the story. Students are to raise their hands each time they hear a new vocabulary word. They say the word aloud. Correct pronunciation.
3. Write *Listening Comprehension Questions* on board and review with students.
4. Read story 2 or 3 times.
5. Students answer *Listening Comprehension Questions* in their notebooks. Review answers.
6. Slowly read the story again. Students are to raise their hands each time they hear a *past continuous verb*. They say the verb aloud. The teacher corrects their pronunciation where necessary.
7. Discuss one or two of the *Thinking Questions.*

Vocabulary

problem	much	girlfriend	find	future	married	offer
perhaps	difficult	angry	wrong	aids	advice	sex

Student Housing

There were four female students. Their families lived far away from the school. They could not walk to school everyday. They did not have enough money to pay for the school hostel. They rented a room near the school. They did not have very much money. It was difficult to get food and household supplies.

Last week one of the girls went to town to buy ugali. She went to the store. She was talking to the storekeeper. He is married and has two children. He said that he wanted to help the girl. He knew that she was having problems with money. He said he wanted to give her food and nice, new clothes. He said that if he helped her, she must help him. He told her that he wanted to have sex with her. When he said this, the girl ran from the store. She was crying.

She arrived home without the ugali. She told her friends about the storekeeper. Her friends were very angry. They told her not to go back to the store. The girls did not have much food. They thought it would be very nice to have new clothes and good food like chicken and eggs, but they did not want to have sex. They wanted to wait until they were married. They were scared of getting ukimwi. They wanted to think about their school work. They wanted to think about their futures.

Listening Comprehension Questions

True/False

1. The girls live at the hostel.
2. The girl has a lot of money.
3. The girl went to town to buy rice.
4. The girl cried when the man gave her money.
5. The girls were angry about their futures.

Fill In The Blanks

6. Their families live ________________.
7. There are ________ girls living in the room.
8. The storekeeper wants to give the girl __________ and ___________.
9. The storekeeper has a wife and ________________.
10. The girls are scared of getting _______________.

Thinking Questions

1. What advice would you give the girl?
2. What are some of the problems that students have?
3. What are some solutions to the problems that students have?
4. Retell the story using your own words.

UNIT 12
MODAL VERBS
CAN/COULD, CAN/MAY & MUST

Modal verbs include *shall, should, will, would, can, could, may, might, may*, and *must*. In Unit 12 we shall look at the following modals:

- Can/could to express ability
- Can/may to ask for permission
- Must to express necessity

Because this Unit is larger than previous Units, it is organized differently. In Unit 12 the Grammar Presentation, Grammar Practice and Speaking components are integrated. The Listening component is separate.

GENERAL GRAMMAR RULES

1. Modal verbs are not used alone. They are used with another verb. Example: I <u>can</u> <u>ride</u> a bike.
2. When making a <u>statement</u>, always use a verb after the modal verb. Example: I <u>can</u> <u>ride</u> a bike. (The modal verb is *can* (meaning uwezo) and the second verb is *ride*.)
3. When making a <u>question</u>, separate the modal verb from the second verb. Put the modal verb before the <u>subject</u> of the sentence. Examples: <u>Can</u> you <u>ride</u> a bike? (The modal verb is *can*. The subject is *you*. The second verb is *ride*.) <u>May</u> I <u>come</u> in? <u>Would</u> you <u>like</u> to eat?
4. Make modals negative by adding *not* directly after the modal verb. Examples: I can*not* go to the store. I might *not* go to Bukoba next week.   I shall *not* study history next year.
5. Never add <u>s</u> or <u>ing</u> to a modal verb.

GRAMMAR PRESENTATION I
CAN AND COULD TO EXPRESS ABILITY

1) Use *can* and *could* to talk about ability (uwezo) I can swim. This means *I am able to swim*.
2) Use the following forms of can and could in the present, past, and future tenses.

	Positive Form	**Negative Form**
Present Tense	can	can not or can't
Past Tense	could	could not or couldn't
Future Tense	will be able to	will not be able to or won't be able to

Note: can't, couldn't and won't are contractions. A contraction contains 2 words connected by an apostrophe (').
Can not = can't
could not = couldn't
will not = won't
3) To form questions using modal verbs, use the following format*: Modal verb + subject + second verb*
Examples:

- ✓ Question: *<u>Can</u> she <u>drive</u> a car*? Answer: *No, she cannot*. Or *Yes, she can*. (Note: You do not need to put *drive a car* in the answer. It is implied (understood)).
- ✓ Question: *<u>Could</u> they <u>find</u> the lost money*? Answer: *No, they couldn't*. or *Yes, they could*.
- ✓ Question: *<u>Will</u> we <u>be able</u> to go to the lake*? Answer: *No, we won't*. or *Yes, we will*.

GRAMMAR PRACTICE I
CAN & COULD

Activity 1
Directions: Fill in the blanks with appropriate verbs.
1. I can ___________________ in my book.
2. I can't ___________________ a car.
3. They can ___________________ matoke.
4. They can't ___________________to Dar es Salaam.
5. He can ___________________ football.
6. He can't ___________________ to the market.
7. We can ___________________ in the assembly.
8. We can't ___________________the bananas today.
9. You can ___________________ the eggs.
10. You can't ___________________ the chicken

Activity 2
Directions: Fill in the blanks with *could* or *couldn't.*
1. I ___________________ work in the garden last week, but I can pull weeds today.
2. I ___________________ fly a plane yesterday, and I can't fly a plane today.
3. They ___________________ eat mandazi last Tuesday, and they can eat it today.
4. They ___________________ go to Kampala two weeks ago, but they can go today.
5. She___________________ braid my hair a week ago, but she can braid it today.
6. Yesterday she _________________ go to the market, but today she can’t because she is working in the hospital.
7. Yesterday we ___________________ see the lake, but today we can’t. It is covered with clouds.
8. Mark and Terry ___________________cook the bananas yesterday afternoon, but today they can't.
9. Mary and I ___________________ go to Nshamba yesterday but today we can.
10. You and Fred___________________ read a book a year ago, but now you can.

Activity 3
Directions: Use *can* or *can't* in the following sentences:
Example: A dog <u>can</u> run, but it <u>can't</u> talk.
1. A fish _______ swim, but it _______ fly.
2. I _______ speak Chinese, but I _______ speak Kiswahili.
3. A dog _______ run, but it _______ fly.
4. You _______ cut meat without a knife and you _______ buy bread without money.
5. I _______ touch the top of the big tree.
6. I _______ make tea without water, and I _______make bread without flour.
7. A bird _______ fly, but it _______ play football.
8. He _______ cut the string. He has no knife.
9. She _______ go to Bukoba. She has money for the dala dala.
10. They _______ eat fish for supper because their father caught five fish in the lake.

Activity 4
Directions: First review the following examples below. Then complete the sentences 1-8 using *can, could, can't* or *couldn't.*

Example #1 Leopard learned to drive a car. He <u>couldn't</u> drive before, but now he <u>can.</u>
Example #2 Oliva and Lydia did not learn to fly a plane. They <u>couldn't</u> fly before and they <u>can't</u> now.
Example #3 Media did not need to learn to ride a bicycle. She <u>could</u> already ride a bicycle.

1. Abzurack learned to dance. He ________ dance before, but now he ________.
2. Octavian did not need to learn to play the drums. He ________ already ________ the drums.
3. Yolentha and Viane learned to play basketball. They ________ ________ before, but now they ________.
4. Justa learned to speak English. She ________ ________ before, but now ________ ________.
5. Loithon did not learn to speak Kihaya at Humura Secondary School. He ________ already ________ Kihaya.
6. Layeli and Abdul did not need to learn to speak Kiswahili at school. They ________ already ________ Kiswahili.
7. Jasintha has learned to sail a boat. She ________ ________ before, but ________ ________ ________.
8. Denis learned to sing in English. He ________ ________ ________, but now ________ ________.

SPEAKING I
CAN & COULD

Activity 1: Closed Drill
Directions: Write the chart below on the board. The teacher asks all the students questions 1-3. All students answer using the long and short positive (yes) response. The teacher then asks individual students questions 4-10. Students answer individually. They use both the short and long answer.

Question	**Long Answer**	**Short Answer**
1. Can you touch your head?	Yes, I can touch my head.	Yes I can.
2. Can she open the door?	Yes, she can open the door.	Yes she can.
3. Can they see the sky?	Yes, they can see the sky.	Yes they can.
4. Can you ride a bike?	Yes, I can ride a bike.	Yes, I can
5. Can you sing a song?	Yes, I can sing a song.	Yes, I can.
6. Can we wash our clothes?	Yes, we can wash our clothes.	Yes, we can.
7. Can Joshua study maths?	Yes, he can study maths.	Yes, he can.
8. Can Tina brush her shoes?	Yes, she can brush her shoes.	Yes, she can.
9. Can Mr Williams drive a car?	Yes, he can drive a car.	Yes, he can.
10. Can the children play jump rope?	Yes, they can play jump rope.	Yes, they can.

Activity 2: Closed Drill
Directions: Write the chart below on the board. The teacher asks all the students questions 1-3. All students answer using the long and short negative (no) response. The teacher then asks individual students questions 4-10. Students answer individually. They use both the short and long answer.

Question	**Long Answer**	**Short Answer**
1. Can you touch the ceiling	No, I can't touch the ceiling.	No I can't.
2. Can she touch the moon ?	No, she can't touch the moon.	No she can't.
3. Can they jump over the lake?	No, they can't jump over the lake.	No they can't.
4. Can you ride an elephant?	No, I can't ride an elephant.	No, I can't.
5. Can you sing like Saida Karoli?	No, I can't sing like Saida.	No, I can't.
6. Can he drink 100 sodas in one hour?	No, he can't drink 100 sodas in an hour.	No, he can't.
7. Can Joshua run to Kampala in one hour?	No, he can't run to Kampala in one hour.	No, he can't.
8. Can Tina speak Chinese?	No, she can't speak Chinese.	No, she can't.
9. Can the baby drive a car?	No, he can't drive a car.	No, he can't.
10. Can the children play with the lions?	No, they can't play with the lions.	No, they can't.

Activity 3: Closed Drill
Direction: 1) Students repeat sample sentences after the teacher. 2) Students then make their own sentences.
Note: Review any unknown vocabulary before starting.

I				
You		buy bread		money.
He		open the door		a key.
She	can't	paint the ceiling	without	paint.
We		cut matoke		a knife.
Paul and I		play football		a ball.
Paul and Johari		draw a circle		a compass.

Activity 4: Open Drill
Direction: 1) Students repeat sample sentences after the teacher. 2) Students then make their own sentences.

I				
You		buy books		
He	can	lock the door	with	
She		paint the school		________________.
We	can't	cook matoke	without	
Paul and I		play volleyball		
Paul and Johari		take a picture		

Activity 5: Question and Answer
Directions: Student 1 asks Student 2 a question. Student 2 answers the question. Use charts below.

Questions Student 1

	you	drive a car?
	he	ride a motorcycle
	she	play the trumpet?
Can	Devotha	speak French?
	Johannes	fly a plane?
	we	ride a hippo?
	they	write in Chinese?

Answers Student 2

	I		drive a car				
	he		ride a motorcycle		I		
	she		play the trumpet		he		
No	Devotha	can't	speak French	, but	she	can	______________________.
	Johannes		fly a plane		we		
	we		ride a hippo		they		
	they		write in Chinese				

Activity 6: Role Plays
Students work together in groups of 5. They meet and discuss different role-plays to present to the other students. For Example: A man enters a shop and asks to buy different things. He asks the store keeper, *Can I have some rice? Can I see the shirt on the shelf?* The students practice the role-play in their group and then present to the other students in the class. (Note: For more information on role plays, see *Role Plays* in the *Non-Formal Education Activities* in the *Teacher Resource Materials* Section).
Sample ideas for role plays where the students use *can* include

1. A student asks his friend if he can borrow different things. Can I borrow…
2. A customer in a store asks the store keeper for different things to buy. Can I have some …
3. People ask Racee to sing different songs. Can you sing …

GRAMMAR PRESENTATION II
CAN & MAY TO ASK PERMISSION AND MAY TO EXPRESS POSSIBILITY

1. Use *can* to ask a friend for permission. Example: Can I borrow a pen?
2. Use *may* to ask a teacher, older person, or respected person for permission. Example: May I go to the office?
3. *May* can also be used to express possibility. For example:
   - It *may* rain today. It *may* not. (The person does not know if it will rain.)
   - I *may* go to the market on Sunday. I *may* not. I am not too sure. (The speaker does not know if he will go to the market)

GRAMMAR PRACTICE II
CAN & MAY TO ASK PERMISSION AND MAY TO EXPRESS POSSIBILITY

Activity 1: Directions: Use *can* or *may* in the sentences below.

1. Teacher, ________ I go to the toilet?
2. Fred, ________ I borrow your bicycle?
3. I ________ study tonight if there is electricity.
4. ________ I go to the market of Sunday, Father?
5. She ________ buy a dress if she has enough money. She does not know at the moment.
6. Please, Sir, ________ we go to Muleba on Saturday?
7. Sister Grace, ________ we watch the video tonight?
8. Achili, ________ I use your bicycle to go to the village this afternoon?
9. I ________ go to the village if Achili lends me his bicycle.
10. ________ I borrow your ruler, Mary?

Activity 2:

- Students write five sentences using either *can* or *may* to ask permission or *may* to express possibility.
- Each student writes one or more of his/her sentences on the board. They read the sentence and identify if it is asking permission or expressing possibility.
- The teacher asks other students to put their thumbs up if the sentence is correct, and thumbs down if the sentence needs to be corrected.
- Other students make any necessary corrections.

SPEAKING II

CAN & MAY TO ASK PERMISSION AND MAY TO EXPRESS POSSIBILITY

Activity 1: Closed Drill: May to Express Possibility
Directions: Teacher says sentences. Students repeat. Students then form sentences of their own.

I		go	to Muleba for the holiday.
Tom		study	biology with Alistides.
Devotha		cook	rice if there is wood for a fire.
Onesmo	may	drive	to Mwanza if the car is fixed.
The boys		work	for the government if there are jobs available.
The students		travel	on the boat if there are tickets for sale.

Activity 2: Open Drill: May to Express Possibility
Directions: Teacher says a sample sentence. Students repeat. Students then form sentences of their own.

I		cut	
Tom		plant	
Devotha		study	
Onesmo	may	go	________________________________.
The boys		travel	
The students		cook	

Activity 3: Open Drill: Can and May to Ask Permission
Directions: Teacher says sample sentences. Students repeat. Students then form sentences of their own.

Tom,			
Teacher,	can		
Devotha,		I	
Sir,	may		________________________________.
Onesmo,			
Madam,			

Activity 4: Open Drill: May to Express Possibility
Directions: Teacher says sample sentences. Students repeat. Students then form sentences of their own.

I		travel	
Tom	may	sing	
Devotha		write	________________________________.
The students		work	

GRAMMAR PRESENTATION III
MUST FOR NECESSITY

- *Must* can be used to express necessity (need). Examples: You *must* have water to cook rice. (You need water to cook rice.) He *must* have money to attend school. (He needs money to go to school.) You *must* have a license to drive a car. You *must* finish Form Four to attend Form 5.
- Always put a verb after *must*. *must* + go, *must* + see, *must* + buy
- When making a question, Use Must + Subject + Verb? Must I finish Form 4 to go to Form 5? (*Must* is the modal verb, *I* is the subject and *finish* is the verb.)

GRAMMAR PRACTICE III
MUST FOR NECESSITY

Activity 1
Direction: Make the following sentences into questions. Remember, use Must + Subject + Verb?
Example: I must go. = Must I go?
1. He must pay his school fees on Monday.
2. She must leave her house at 6 AM to arrive at school at 7 AM.
3. The child must see a doctor today.
4. Onesmo must go to the Headmaster's Office now.
5. We must work after school.

Activity 2
Direction: Make the following questions into sentences.
1. Must she pay for the books now?
2. Must you see a doctor today?
3. Must they work until evening?
4. Must they take the exam this afternoon?
5. Must I fix the flat tire on the bicycle now?

SPEAKING III
MUST FOR NECESSITY

Activity 1: Closed Drill
Directions: Teacher says sentences. Students repeat. Individual students then form sentences of their own.

I		study to pass the exam.
You		write sentences for homework.
He		see the doctor.
She	must	work in the garden.
We		cut grass for the animals to eat.
They		fetch water to cook dinner.

Activity 2: Closed Drill
Directions: Teacher says sentences. Students repeat. Individual students then form sentences of their own.

	I	wear a school uniform?
	you	sing during the class?
	he	cook food for all of the students?
Must	she	carry water to the school?
	we	drive to Mwanza tomorrow?
	they	pay for the rice today?

Activity 3: Open Drill
Directions: Teacher forms sentences which ask questions. Students repeat. Then, individual students make sentences asking questions.

Must	I you he she we they	______________________________?

Activity 4: Open Drill
Directions: Teacher forms sentences. Students repeat. Individual students then form sentences of their own.

I You He She We They	must	______________________________.

Activity 5: Demonstration
Directions: Teacher demonstrates how to cut a pineapple. He/She uses the following format:
First, you must remove the top of the pineapple.
Then, you must ______________________.
After that you must ______________________.
Then you ______________________.
Finally, you must ______________________.

After conducting the activity, the teacher asks five students to prepare a demonstration for class on the following day. The next day the students arrive and conduct the demonstrations. Examples of demonstrations include:

How to cook matoke	How to study vocabulary	How to make a ball
How to plant bananas	How to cook rice	How to shine shoes

LISTENING

Directions for the Teacher

1. Review Vocabulary.
2. Slowly read the story. Students are to raise their hands each time they hear a new vocabulary word. They say the word aloud. The teacher corrects their pronunciation where necessary.
3. Write *Listening Comprehension Questions #1* on board and review with students.
4. Read story 2 or 3 times.
5. Students answer *Listening Comprehension Questions #1* in their notebooks.
6. Review answers in class.
7. Write *Thinking Questions* on the board and review. Students discuss the questions(s) in small groups. Then, one person in each group tells the entire class the answers they discussed.

Vocabulary

kindergarten	Careers	preparing	signs
indoors	mean – signify	seamstress	type – computer
outdoors	car mechanics	driver	can't
future	practices	attending	

CAREERS

Do you know what you want to do after you finish O Level? Do you want to study in Forms 5 and 6? Do you want to be a primary school teacher? Do you want to be a kindergarten school teacher? Do you want to live in the city or in the country? Do you want to work indoors or outdoors? Do you want to work with computers? You must begin to think about these questions. This will help you find your future.

Here are some stories about careers that young people are preparing for in Kagera Region.

Neofrita wants to work as a seamstress in Bukoba. She can sew using a machine. She can make clothes for men, women and children. She couldn't sew before she went to Muleba Polytechnic Centre, but now she can. She studied there for two years. Before she can move to Bukoba, she must make money to buy a sewing machine. Currently she is sewing school uniforms for children attending Standards 1 through 7 in Kamishango. When she gets enough money to buy a machine, she will move to Bukoba and live with her Auntie.

Edson wants to work as driver. He can't drive now, but he will be able to drive in three months. He is attending the Lake Driving School in Bukoba. Everyday he practices driving. He drives on the field near Lake Victoria. He drives on the road between Bukoba and Kemondo Bay. He also studies the rules of the road. He is learning about the signs on the road and what they mean. After he finishes the course, he will take a driving exam. He must pass the exam if he wants to get a driving licence. After he gets the licence, he will look for a job as a driver for a taxi, a bus or a lorry.

Revo wants to work with computers. She is studying at Dan's Computer School in Bukoba. She must be able to use the computer very well if she wants to find work. Everyday she studies. She can already type very well. Yesterday, she learned how to fix a broken computer. She was very happy. She likes to work with computers and wants to work in Bukoba for an internet business or a bank.

Jason wants to fix cars. He lives in Muleba and studies car mechanics at Muleba Polytechnic Centre. He likes it very much. Everyday he learns something new. He couldn't fix brakes last week, but now he can. He must study everyday to become a good mechanic. His teacher is very happy with Jason. He says that when Jason arrived at the school, he couldn't spell automobile, but now he can spell it and fix it.

There are many different careers one can have. Think carefully about what you want to do and ask people for their advice. If you study and work hard, you will find the best career for you.

Listening Comprehension Questions #1

True/False

1. Neofrita is learning to fix computers.
2. Edson wants to drive a car.
3. Revo is studying in Bukoba.
4. Jason can fix brakes.
5. Neo works in Nshamba.
6. Edson drives from Kemondo Bay to Muleba.
7. Revo studies computers at Bob's Computer School.
8. Revo can fix a broken computer.
9. Jason is at Muleba Polytechnic.
10. Neo wants to move to Mwanza.

Thinking Questions

1. What do you want to do when you finish school?
2. Will you need additional education to do this?
3. If you need additional education, where will you go to school?

UNIT 13
FORMING QUESTIONS & ANSWERS

Unit 13 focuses on how to form questions and answers using 1) the *verb to be*, 2) *there is/there are* and *there was/there were*, 3) the *present* and *past continuous verb tense*, and 4) *can*. Because this Unit is larger than previous Units, it is organized differently. There are four Grammar Presentations, Grammar Practices and Speaking Sections – one for each verb group. There is one Listening Section at the end of the Unit.

GRAMMAR PRESENTATION I
FORMING QUESTIONS & ANSWERS: PRESENT & PAST TENSE OF VERB TO BE

The verb *to be* includes in the present tense: *am, is, are* and in the past tense*: was, were.* Statements and questions using the verb are formed as follows:

The Present Tense Verb To Be: Am, Is, Are		**The Past Tense Verb To Be: Was & Were**	
Statement	**Question**	**Statement**	**Question**
I am in the house.	Am I in the house?	I was in the house.	Was I in the house?
You are hungry.	Are you hungry?	You were hungry.	Were you hungry?
He is thirsty.	Is he thirsty?	He was thirsty.	Was he thirsty?
They are tired.	Are they tired?	They were tired.	Were they tired?
We are in the garden.	Are we in the garden?	We were in the garden.	Were we in the garden?

- In the *statement form,* the *subject* comes first and is followed by the *verb*. Example: He (subject) is (verb) home.
- The *question form* has a different order. The *verb* comes before the *subject*. However, all the other words in the sentence remain in the same order. Examples:
  --He (subject) is (verb) home with his friends. This becomes: Is (verb) he (subject) home with his friends?
  --She is at the school with her parents. This *becomes:* Is she at school with her friends?
- Remember, a *subject* can be a *noun* (man, woman, house, bike) or a *pronoun* (I, you, he, she, it, we, they).

Forming Positive and Negative Statements

Question	**Statement**	**Question**	**Statement**
Are you a student?	Yes, I am a student.	Were you a policeman?	Yes, I was a policeman.
	No, I am not a student.		No, I was not a policeman.
Is he a student?	Yes, he is a student.	Was he a policeman?	Yes, he was a policeman.
	No, he is not a student.		No, he was not a policeman.
Are they students?	Yes, they are students.	Were they policemen?	Yes, they were policemen.
	No, they are not students.		No, they were not policemen.

Remember:
Positive statements start with *Yes*.
Negative statements start with *No.* Also place not after the verb *to be: am not, is not, are not, was not, were not*

GRAMMAR PRACTICE I
FORMING QUESTIONS & ANSWERS: PRESENT & PAST TENSE OF VERB TO BE

Activity 1
Directions: Answer the following questions using the present tense. Answer using either *yes* or *no*. Do not use both.
Examples: Are you a student? Yes, I am a student. No, I am not a student.

1. Are you thirsty?
2. Are the students at school?
3. Is the dog in the house?
4. Are the banana trees on the roof?
5. Are you a Form III student?
6. Is a satellite a planet?
7. Is Cairo in Europe?
8. Is the Headmaster in Mwanza?
9. Is Kampala in Kenya?
10. Is Dodoma in Tanzania?

Activity 2
Directions: Students answer the following questions using the past tense. Start the answer with either *yes* or *no.*
Example: Were you a student at Msesto? Yes, I was a student at Mseto. No, I was not a student at Mseto.
1. Was the car red?
2. Were the students from Humura?
3. Was the girl happy?
4. Were Almachus and Antidius in the library?
5. Was Mkapa the President of Tanzania?
6. Were the bananas eaten by the monkeys?
7. Were you a Standard 7 student in Kampala?
8. Was George Bush President of Uganda?
9. Were the chairs in the classroom?
10. Was President Kikwete a teacher at Humura?

Activity 3
Directions: Make the following statements into questions.
Example: He is a doctor. This becomes: Is he a doctor?
1. Mr. Williams is a friend of Mary's.
2. The dog is big.
3. The school is painted blue.
4. The women are in the library.
5. The boys are in the hostel.
6. He was a student at Rubya B.
7. She was a teacher at Kaigera Secondary School. .
8. They were sick from malaria.
9. We were at school all day.
10. The animals were in the field.

Activity 4
Directions:
- Students write in their notebooks five positive statements and five negative statements.
- Four students are then selected to write one of their sentences on the board.
- Other students read the sentences, discuss if they are correct, and if necessary, make corrections.

SPEAKING I
FORMING QUESTIONS & ANSWERS: PRESENT & PAST TENSE VERB TO BE

Activity 1: Repetition Drill
Directions: The teacher says sentences and all of the students repeat it. After doing 4 or 5 examples, select one student to read the sentences while the other students repeat.

Question	Answer
What is your name?	My name is _________
What are their names?	Their names are Devotha and Paulo.
What is the name of the Headmaster?	The Headmaster is Mr. Mafigi.
Who is that man?	That man is Bill.
Who is the President of Uganda?	The President of Uganda is Museveni.
Who is the new student?	The new student is Grace.
Where is London?	London is in Great Britain.
Where is Muleba?	Muleba is in Kagera Region.
Where is my book?	Your book is on the floor.
When is morning tea?	Morning tea is at 10:40 A.M.
What time is school over?	School is over at 3:00 P.M.
When are the holidays?	The holidays are in June.

Activity 2: Substitution Drill Using What, Where, Who and When
Directions: First, demonstrate how to complete the activity. The teacher writes different words on the board. For example: *Your name, Mother's name, Father's, Sister's,* and *Brother's.* Then the teacher points to the first word group and says it aloud: *Your name*. The students have to use those words to make a question starting with the word *What*. Thus, the teacher points to, *your name*, and the students say, *What is your name?* Then the teacher points to the second group and says *mother's name*. The students say, *What is your mother's name?* The teacher then says *father's*. The students say *What is your father's name?* Once the students understand the format, continue using different words to substitute into the question.

Forming Questions Using What	**Forming Questions Using Where**
Teacher says: your name Students say: What is your name? Teacher says: mother Students say: What is your mother's name? Teacher says: father Students say: What is your father's name? Teacher says: sister Students say: What is your sister's name? Continue with the following words: brother, aunt, uncle, nephew, niece, grandmother, grandfather	Teacher says: Muleba Students say: Where is Muleba? Teacher says: Zambia Students say: Where is Zambia? Teacher says: the library Students say: Where is the library? Teacher says: store Students say: Where is the store? Continue with the following words: Cairo, Amsterdam, the police station, President Kikwete, Waldo, the dog
Forming Questions Using Who	**Forming Questions Using When**
Teacher says: President of Tanzania Students say: Who is the President of Tanzania? Teacher says: the priest in Rubya Students say: Who is the priest in Rubya? Teacher says: the Headmistress of the school Students say: Who is the Headmistress of the school? Teacher says: the tall student Students say: Who is the tall student? Continue with the following words: the old man, the young boy, the new student, the secretary, the carpenter	Teacher says: is school over Students say: When is school over? Teacher says: the school break Students say: When is the school break? Teacher says: the bus coming Students say: When is the bus coming? Teacher says: the teacher coming Students say: When is the teacher coming? Continue with the following words: the holiday over, the doctor coming, the school holiday, morning tea, lunch

Note: Be sure to add additional words for students to practice forming questions.

Activity 3: The Interview Using the Verb *To Be*

1. Discuss that an *interview* is when one person asks another person questions. Journalists who work for newspapers interview other people and then write in the newspaper what the people said.
2. Two students then come up in front of the class. Student 1 asks questions and Student 2 answers.
3. After Student 2 answers the questions, Student 1 then introduces Student 2 to the class. He/She says, This is ________. He/She is from ______. His/Her brothers' names are______. And so on.
4. Pairs of students in the class now practice interviewing each other.
5. Students introduce the person they interviewed to the other students in the class.

Student 1	Student 2
1. What is your name?	
2. When were you born?	
3. Where are you from?	
4. What are the names of your brothers?	
5. What are the names of your sisters?	
6. What Form are you in?	
7. What is your favorite subject?	
8. What is your favorite food?	
9. Who is the best bongo flavor singer?	
10. What is your favorite color?	
11. What is your favorite animal?	
12. What work do you want to do when you finish school?	

GRAMMAR PRESENTATION II

FORMING QUESTIONS & ANSWERS: PRESENT & PAST TENSE OF THERE IS/THERE ARE & THERE WAS/THERE WERE

1. *There is*/*there are* are present tense and *there was/there were* are past tense. They are used to
   - Show location: *There is* a man at the store.
   - Indicate the number: *There is* one man at the store. *There are* two men at the store.
2. Statement and Question formats are as follows:

Present Tense		**Past Tense**	
Statement	**Question**	**Statement**	**Question**
There is…	Is there …	There was…	Was there…
There are…	Are there…	There were ….	Where there…

3. Present Tense Positive and Negative Forms of There Is/There Are are as follows:

Question	***Answer***
Is there a book on the bed?	Yes, there is a book on the bed. No, there is not a book on the bed.
Are there children in the school?	Yes, there are children in the school. No there are not children in the school.

4. The Past Tense Positive and Negative Forms of There Was/There Were are as follows:

Question	***Answer***
Was there a book on the bed?	Yes, there was a book on the bed. No, there was not a book on the bed.
Were there children in the school?	Yes, there were children in the school. No there were not children in the school.

GRAMMAR PRACTICE II
FORMING QUESTIONS & ANSWERS: PRESENT & PAST TENSE OF THERE IS/THERE ARE & THERE WAS/THERE WERE

Activity 1
Directions: Students answer the following questions using both the positive and negative form of *there is/there are*.
Example: Is there a pen in the desk? Yes, there is a pen in the desk. No, there is <u>not</u> a pen in the desk.

1. Is there a dog in the house?
2. Is there a hippo in the river?
3. Are there ants on the bread?
4. Are there many people at the church?
5. Is there a red book in the room?
6. Is there a radio in the store?
7. Are there teachers in the school?
8. Are there bicycles in Nshamba?
9. Is there a shirt on the floor?
10. Is there a mango tree in the garden?

Activity 2
Directions: Students answer the following questions using both the positive and negative form of *there was/there were*. Example: Was there a pen in the desk? Yes, there was a pen in the desk. No, there was <u>not</u> a pen in the desk.

1. Was there a green cup in the classroom?
2. Were there carrots in the market?
3. Was there a soda in the store?
4. Were there women in the church?
5. Were there fishermen in the boat?
6. Was there a doctor in the hospital?
7. Were there taxis in Bukoba?
8. Were there a lot of people at Lina's Disco?
9. Was there a blue ruler on the floor?
10. Was there a red shirt in the basket?

Activity 3
Directions: Make the following statements into questions.
Example: There are two cows in the field. This becomes: Are there two cows in the field?

1. There is a book on the table.
2. There are people in the market.
3. There are many children at the school.
4. There is a house near the lake.
5. There are three men in the boat.
6. There were four dogs in the road.
7. There was a woman with 18 children at the market.
8. There was an old man in the road.
9. There were three cars at the church.
10. There were many doctors and nurses at the hospital.

Activity 4
Directions: Make the following jumbled sentences into statements or questions.
Example: there a house? Is bicycle in the
This becomes: Is there a bicycle in the house?

1. there two in office? the men Are
2. is a There book table. on the
3. river? there hippos Are the in
4. There many in lake. fish the are
5. is one There school village. in the
6. Is bridge over there a river? the
7. library? there Are in books the
8. computers at Are office? the post there
9. is one There office. computer at the post
11. the river. There hippos in are 33
12. Nshamba. one There house painted is red in
13. monkeys There six trees. in are the
14. There ways are many different study. to
15. fish are types many There different of in ocean. the
16. Is school? there bicycle pump at the a

SPEAKING II

FORMING QUESTIONS & ANSWERS: PRESENT & PAST TENSE OF THERE IS/THERE ARE & THERE WAS/THERE WERE

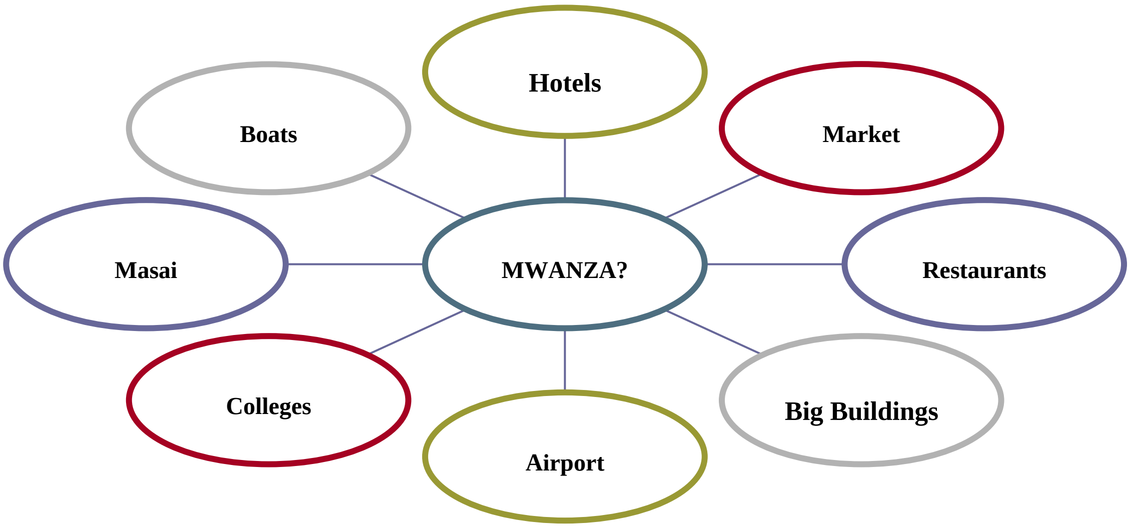
Activity 1: Repetition Drill
Directions: The teacher says questions and answers and all of the students repeat. After doing this for a while, have one student read questions and answers and the other students repeat.

Question	Answer
Is there a television in the library?	Yes, there is a television in the library.
Are there books in the library?	No, there are not books in the library.
Is there a river in Muleba District?	Yes, there is a river in Muleba District.
Are there elephants in Muleba District?	No, there are not elephants in Muleba District.
Is there a girl called Saida in Form IB?	Yes, there is a girl called Saida in Form I B.
Are there two girls named Devotha in Form IB?	No, there are not two girls named Devotha in Form IB.
Are there students from Tanzania at the school?	Yes, there are students from Tanzania at the school.
Are there students from Zambia at the school?	No, there are not students from Zambia at the school.
Was there a television in the room yesterday?	Yes, there was a television in the room yesterday.
Were there 2 televisions in the biology lab yesterday?	No, there were not 2 televisions in the room yesterday.
Was there a large table in the office yesterday?	Yes, there was a large table in the office yesterday.
Were there policemen at the post office last week?	No, there were not policemen at the post office last week.
Was there a black and white dog in Nshamba Tuesday?	Yes, there was a black and white dog in Nshamba Tuesday.
Were there three lions in Ikondo last month?	No, there were not three lions in Ikondo last month.
Was there a giraffe in the Serengeti?	Yes there was a giraffe in the Serengeti.
Were there dinosaurs in the Serengeti?	No, there were not dinosaurs in the Serengeti.

Activity 2: The Interview: Using *There Was* and *There Were* To Ask Questions
Tell the students that over the weekend you went to Mwanza. Tell them that they are to ask you questions about Mwanza using the following format:

Was there a(n)_____________________ in Mwanza?
Were there _____________________ in Mwanza?

To help them develop questions, you can brainstorm a list of words that they will use when asking questions about your trip. When brainstorming, ask students: What do you think you would find in Mwanza? Example:



Students then use the words they brainstormed to form the questions. For example:

- Were there boats in Mwanza?
- Was there a college in Mwanza?
- Was there an airport in Mwanza?
- Were there Masai in Mwanza?

After the teacher has demonstrated the activity, a student can take the teacher's place and lead the class.

Activity 3: What is in My Bag? Using *There Is & There Are* To Ask Questions
Bring a bag full of different items to class. Students must guess what's in the bag. Use the following format to guess:

Is there a(n) _____________________ in the bag?
Are there _____________________in the bag?

The teacher answers the questions with

Yes, there is a(n) _____________________in the bag.
Or
No, there is not a(n) _____________________ in the bag.
Or
Yes there are _____________________ in the bag.
Or
No there are not _____________________ in the bag.

If the students guess correctly, then the teacher pulls the item out of the bag and puts it on the desk. Note: After the teacher has demonstrated the activity, a student can take over answering the questions.

GRAMMAR PRESENTATION III

FORMING QUESTIONS & ANSWERS: PRESENT AND PAST CONTINUOUS TENSE

1. The present continuous always uses the *verb to be* + and *-ing word*. The present tense verbs *to be* include: *am*, *is* and *are*. The past tense verbs *to be* include: w*as* and *were*.
2. Statements are formed by using the following format:

Subject +	**Verb to be +**	**ing verb**
I	am	studying.
You	are	singing.
She	is	writing.
He	was	talking.
We	were	walking.

3. Questions are formed by using the following format:

Question Word +	**Verb *to be* +**	**Subject +**	**-ing verb**
What	is	he	writing?
When	are	they	painting?
Where	was	Mary	reading?
Why	were	Mary and Tom	laughing?
How	are	they	feeling?

4. Examples of Questions and Answers using the present/past continuous tense.

Question	***Answer***
What are you doing?	I am reading.
What is he playing?	He is playing football.
What are we studying?	We are studying maths.
Where was she going?	She was going to Muleba.
What were they writing?	They were writing a letter.

5. Positive and Negative Forms of the Present and Past Continuous Tense.

	Positive	**Negative**
Present	Yes I am reading Yes, she is studying.	No, I am not reading. No, she is not studying.
Past	Yes, they are writing. Yes, he was dancing. Yes, they were singing.	No, they are not writing. No, he was not dancing. No, they were not singing.

GRAMMAR PRACTICE III
FORMING QUESTIONS & ANSWERS: PRESENT AND PAST CONTINUOUS TENSE

Activity 1
Directions: Answer the questions using the present continuous. Example: What *are* you *doing*? I *am writing.*

1. What am I eating?
2. What are you drinking?
3. What are you writing?
4. What is he thinking?
5. What is she painting?
6. What are they talking about?
7. What are we doing?
8. Where are you going?
9. When am I going to Muleba?
10. Why are you going to Muleba?

Activity 2
Directions: Answer the questions using the past continuous. Example: What *were* you *doing*? I *was writing.*

1. What were you reading?
2. What was he writing?
3. What were we dissecting?
4. What was she looking at?
5. What were they studying?
6. Why were they studying math?
7. Where were they studying math?
8. When were they studying math?
9. When were you going to work in the garden?
10. What were you going to plant in the garden?

Activity 3
Directions: 1) Make the following statements into questions. 2) Write the statements below in their positive form. 3) Write the statements below in their negative form. Example: I am speaking English. 1) Am I speaking English? 2) Yes, I am speaking English. 3) No, I am not speaking English.

1. I am speaking French.
2. She is painting the door.
3. You are going to Muleba.
4. He is driving the car.
5. We are playing football.
6. The students are running to school.
7. The girls are studying in the classroom.
8. I was fishing in the lake.
9. He was working is the store.
10. Mary was reading in the library.
11. Tom and Paul were working on the computer.
12. The teachers were preparing their lessons.
13. Frank was driving the car to Dodoma.
14. The cow was eating the grass.

Activity 4
Directions:
Match the questions in Column A with the answers in Column B.

Column A	**Column B**
What are you doing with the clothes?	I am going to visit my family.
Where are you going?	I am going by dala dala.
When are you going?	I am going to Muleba.
Why are you going?	I am going tomorrow.
How are you travelling?	I am putting the clothes in my bag

SPEAKING III

FORMING QUESTIONS & ANSWERS: PRESENT AND PAST CONTINUOUS TENSE

Activity 1: Drill: Single Word Prompts For the Present or Past Continuous Tenses
The teacher writes on the board the following:

I	run
You	sing
He	think
She	play
It	write
We	sleep
They	ride
George	paint
Dativa	kick
Paul and I	throw
Joshua and Angi	catch

STEP I: Making Statements Using Present Continuous Verbs

- The teacher points to *I* and *run* and then points to one student.
- One student says: *I am running*
- All of the students repeat: *I am running*
- The teacher then points to *George* and *catch* and then points to one student.
- One students says: *George is catching*
- All of the students repeat: *George is catching*
- Continue.

STEP II: Making Questions Using Present Continuous Verbs

- The teacher points to *They* and *paint* and then points to one student.
- One student says: *Are they painting*?
- All of the students say: *Are they painting*?
- The teacher then points to *Joshua and Anji* and *ride* and then points to one student
- One student says: *Are Joshua and Anji riding?*
- All of the students say: *Are Joshua and Anji riding?*
- Continue.

STEP III: Repeat STEPS I and II Using Past Continuous Verbs

Activity 2: Guessing Game Using Present Continuous Tense

1. Before starting the game, write on 10 pieces of scrap paper two things 1) the name of a city and 2) the name of something you can buy. Do not write the city name or the thing to buy more than <u>one time</u>. For example Dar es Salaam/car; Arusha/computer; Mwanza/television.
2. On the blackboard write 2 columns:

Column I **Towns in East Africa**	**Column II** **Things to Buy**
1. Dar es Salaam	1. a car
2. Mwanza	2. a computer
3. Dodoma	3. a television
4. Iringa	4. maps
5. Arusha	5. luggage
6. Bukoba	6. a cell phone and voucher
7. Morogoro	7. shoes and socks
8. Tanga	8. furniture
9. Kigoma	9. sheets and a blanket
10. Musoma	10. a whistle

3. Put the scrap pieces of paper with the names of towns and things to buy in a plastic bag. Have one student come to the front of the room and take one piece of paper from the bag.
4. The other students must now guess where the student is going and what he /she will buy. To help them with the guessing you can write on the board

   Are you going to ___________ to buy ____________?

   For example:
   1. The students ask: Are you going to Mwanza to buy shoes and socks?
   2. The student with the scrap piece of paper answers according to what the paper says.
      --Yes, I am going to Mwanza to buy shoes and socks OR
      --No, I am not going to Mwanza to buy shoes and socks.
   3. Once the students have guessed correctly, cross out the name of the city and the thing to buy. Then have another student take a piece of scrap paper and let the students continue guessing.

Activity 3: Information Gap: Interview for Specific Information

1. Split the class into two groups. Have Group I leave the room. While they are out of the room, write the following chart on the board. Students from Group II write it in their books.

Group II
Mr. Jovenary's Schedule for Yesterday: 9:00 feeding the lions 10:00 ____________________________ 11:00 ____________________________ 12:00 riding the horses 3:00 ______________________________ 5:00 digging in the garden

2. When Group II students have completed writing in their books, erase the board and have them leave the room. Then invite Group I students back in the room. Write the following on the board and have them copy it into their books.

Group I
Mr. Jovenary's Schedule for Yesterday: 9:00______________________________ 10:00 feeding the elephants 11:00 watching the students sing with Saida Caroli. 12:00_____________________________ 3:00 studying math. 5:00______________________________

3. When they have finished writing, erase the board and have Group II students come back in the room. Tell the students not to share the information with the other group members. Have students sit in pairs: one student from Group I sits with one student from Group II. Students must ask each other questions so that they can complete their forms. They must form questions using the past continuous tense. For example:

   What was Mr. Jovenary doing at 9:00 o'clock?

Note: To make the activity more challenging, add more information to the charts above.

GRAMMAR PRESENTATION IV
FORMING QUESTIONS & ANSWERS USING CAN + VERB

1. *Can* is a modal verb used to express ability (uwezo).
2. Questions using *can* are formed using the following format:

Can +	**Subject +**	**Verb**
	he	drive?
	she	sing?
Can	they	cook?
	you	play?
	Peter	read?

3. Questions using *can* may be answered with *yes* or *no*. Examples:

Yes - Positive Form

Question	***Answer***
Can I ride a bike?	Yes, you can ride a bike.
Can you cook food?	Yes, you can cook food.
Can he read English?	Yes, he can read English.
Can we go to Bukoba?	Yes, we can go to Bukoba.
Can they drive a car?	Yes, they can drive a car.

No - Negative Form

Question	***Answer***
Can I ride a bike?	No, you can't ride a bike.
Can you cook food?	No, you can't cook food.
Can he read English?	No, he can't read English.
Can we go to Bukoba?	No, we can't go to Bukoba.
Can they drive a car?	No, they can't drive a car.

Note: Can’t = can not

GRAMMAR PRACTICE IV
FORMING QUESTIONS & ANSWERS USING CAN + VERB

Activity 1
Directions: Students answer the following questions using *can.*
Example: Can you drive a car? Yes, I can drive a car. OR No, I can't drive a car.

1. Can you write your name?
2. Can you add one plus one?
3. Can you cook matoke?
4. Can you swim?
5. Can he read a book?
6. Can she use a computer?
7. Can we make a fire?
8. Can they ride bicycles?
9. Can he get money from his grandfather?
10. Can she get 100 on the exam?

Activity 2
Directions: Make the following statements into questions.

1. Yes, she can drive a car.
2. No, they can’t go to the market today.
3. Yes, Paul can work on the computer.
4. No, the children can’t swim in the ocean.
5. Yes, the men can sell the bananas at the market.
6. No, I can’t eat eggs.
7. Yes, they can prepare food for the children.
8. Yes, I can collect firewood.
9. Yes, he can build a new house.
10. No, they can’t travel in the dala dala to Biharamulo.

Activity 3
Directions: Answer the following questions about yourself using either Yes I can OR No, I can't.

1. Can you speak Kiswahili?
2. Can you speak Chinese?
3. Can you play football?
4. Can you sing the songs of Rose Mwando?
5. Can you multiply 569 times 633?
6. Can your brother ride a bike?
7. Can your mother fix a motorcycle?
8. Can your father sail a boat?
9. Can your grandmother drive a car?
10. Can your grandfather hunt hippos?

SPEAKING IV
FORMING QUESTIONS & ANSWERS USING CAN + VERB

Activity 1: Question and Answer
Ask students questions that they must answer using either *yes* or *no*. Add more questions to expand the activity.

Question	**Answer**		
Can I touch the floor?	Yes	I	can touch the floor.
Can you touch the ceiling?	No,	you	can't touch the ceiling.
Can you close the door?		I	
Can you open the window?		you	
Can he erase the blackboard		he	
Can she spell *mountain*?	Yes	she	
Can we go to the store?		we	can/can't ____________________.
Can they add 100 plus 1?	No,	they	
Can Peter cook fish and rice?		he	
Can Paul and Shukuru finish the work tomorrow?		they	

Activity 2: Question and Answer
Students ask each other questions using <u>can</u> and the following verbs. Other students answer the questions using either yes or no.

	I	ride	
	you	run	
	he	jump	
Can	she	spell	
	we	multiply	
	they	paint	________________________?
		cook	
		swim	
		read	
		buy	

LISTENING

Directions for the Teacher

1. Ask students what they want to be when they finish school. Write their answers on the board. Tell them that today they will listen to a story about a young man and his career.
2. Review Vocabulary.
3. Review *Listening Comprehension Questions*
4. Read story 2 or 3 times.
5. Students answer *Listening Comprehension Questions.*
6. Discuss *Thinking Questions*

Vocabulary

finish	protect	exciting	improve	especially	prepared
always	however	changed	really	places	advice
ideas	career	pain	rewarding	ideas	

Listening Comprehension Questions

Fill-in-the Blanks

1. Braiton is a Form _____ student at _____ Secondary School.
2. Next year he will study at _____.
3. When he was in primary school, he wanted to be a _____.
4. At Humura, he wanted to work as a _____.
5. He wants to teach _____ and _____.

True/False

1. Braiton has always wanted to be a secondary school teacher.
2. He wanted to protect others when he was in secondary school.
3. He decided not to work in the hospital because he did not like to see blood.
4. In Form III he wanted to be a pilot.
5. He thinks you should not ask family for advice.

CAREERS

Do you know what you want to be when you finish school? I do. My name is Braiton and I am a Form VI student at Ihungo Secondary School in Bukoba. I will finish school in November. In January I will go to Butimba Teacher Training College in Mwanza. When I finish my studies there, I will work as an English and Geography teacher at a secondary school in Tanzania.

I have not always known what I wanted to do. I have had many different ideas. When I was a student at Mseto Primary School in Rubya, Muleba District, I wanted to be a policeman or a soldier. I wanted to protect others. As I got older, however, I had many different ideas about a career.

After Mseto, I went to Humura Secondary School. When I was in Form I, I wanted to be a pilot and fly the Percision Air plane from Bukoba to Mwanza. I thought it would be exciting to fly over Lake Victoria. In Form II, I changed my goal. I decided I wanted to be a Clinical Officer at the hospital. I wanted to help people who were sick. However, I found that I did not like to see people in pain at the hospital. I decided to look for another career. In Form III, I wanted to be a politician and work in the government to help our people improve their lives. In Form IV, I wanted to work as a primary school teacher and help our young children learn. After Form IV, I came to Ihungo Secondary School. In Form V, I decided that what I really wanted was to be a secondary school teacher. I like working with young men and women. At school I often help other students with their school work. It is very rewarding. I especially want to teach English and Geography. I love learning new languages. I am very interested in learning about other places in the world.

It's important to begin to think about your future. Ask family and friends for their ideas about different careers. The more you know, the better prepared you will be.

Thinking Questions

1. How many different careers can you think of? What education do you need for each career? Where can you get the education you need?
2. How many schools are in your area? What education do they offer?
3. What do you want to do for work when you finish school?

UNIT 14
ADJECTIVES

GRAMMAR PRESENTATION OVERVIEW

I. Five types of adjective are presented in this Unit:
1. Adjectives describing the appearance of a noun.
2. Adjectives describing the character of a person.
3. Adjectives describing the qualities of a noun.
4. Adjectives describing qualities of the weather.
5. Comparative and Superlative adjective forms.

II. In GRAMMAR PRESENTATION I of Unit 14, adjectives describing the appearance, character of a person, the qualities of a noun and the qualities of the weather are presented.

In GRAMMAR PRESENTATION II of Unit 14, Comparative and Superlative adjectives are discussed.

III. Key points to remember about adjectives include the following:
1. Adjectives describe nouns. They tell us about
   - The appearance of a noun - He is a *tall* boy.
   - The character of a person - She is an *honest* girl.
   - The qualities of a noun - It was a *heavy* bag.
   - The qualities of the weather - It was a *cold* day.
2. Adjectives have three forms: Base, Comparative and Superlative. Examples include:
   1) The Base Form: happy; 2) The Comparative: happi***er*** than; and 3) The Superlative: the happi***est***
3. Words that end in *ous, ive, ic, ful,* and *y,* are adjectives:
   ous, courage*ous* *ive,* act*ive* ic, trag*ic* ful, joy*ful* y, storm*y*
4. In English, adjectives go before the noun. For example: *Big* man. In Kiswahilli the adjective follows the noun: mwanaume *mkubwa*
5. Adjective can follow the verb to be: *am, is, are, was, were*, *will be* - He is *tall*. They are *fat*.

GRAMMAR PRESENTATION I
ADJECTIVES DESCRIBING APPEARANCE, CHARACTER, QUALITY & WEATHER

Present list of adjectives below. Provide students with definitions for words they do not know:

Appearance	Character of a Person	Quality of a Noun	Describing the Weather
tall/short	clever/stupid	heavy/light	breezy
fat/thin	smart/dull	dark/light	stormy
old/young	happy/sad	easy/difficult	cold
small/big	honest/dishonest	deep/shallow	foggy/clear
large/tiny	truthful/untruthful	sharp/dull	sunny
beautiful/ugly	helpful/unhelpful	dirty/clean	warm
attractive	angry/peaceful	savage/tame	rainy
funny	brave/cowardly	big/small	windy
	naughty/well behaved		
	cold/warm		
	loud/quiet		
	good/bad		

GRAMMAR PRACTICE I

Activity 1: Stand Up Sit Down
The teacher uses new vocabulary words in sentences and asks students to stand up or sit down if they agree with the sentence. For example: *Stand up if you are smart. Sit down if you are bad* The format is *Stand up/Sit down, if you are __________.*

Activity 2: Crossword Puzzle
Directions: Find the following adjectives in the grid below and put a circle around them. Note: Examples have been highlighted.

Appearance	Character of a Person		Quality of a Noun
tall/short fat/thin old/young small/big large/tiny beautiful/ugly attractive funny	clever/stupid smart/dull happy/sad honest/dishonest truthful/untruthful helpful/unhelpful angry/peaceful brave/cowardly	naughty/well behaved cold/warm loud/quiet good/bad	heavy/light dark/light easy/difficult deep/shallow sharp/dull dirty/clean savage/tame big/small

T	X	***L***	***I***	***G***	***H***	***T***	E	A	S	Y	N	R	U	G	L	Y	S	S	F
R	F	G	T	C	H	J	D	I	F	I	I	C	U	L	T	L	Z	X	A
U	Q	W	A	L	H	W	E	B	I	G	E	R	T	Y	U	I	O	P	Z
T	A	S	L	E	D	A	D	U	N	T	R	U	T	H	F	U	L	A	F
H	D	S	L	A	S	D	P	F	G	H	J	K	L	D	D	D	F	T	F
F	L	A	Q	N	D	F	G	P	H	C	O	W	A	R	D	L	Y	T	D
U	A	H	F	S	A	D	S	S	Y	***N***	***A***	***U***	***G***	***H***	***T***	***Y***	D	R	C
L	R	H	E	A	V	Y	C	V	B	F	A	T	N	T	H	I	N	A	O
S	G	H	H	O	N	E	S	T	Q	W	E	R	T	Y	U	I	O	C	L
A	E	S	W	E	L	L	S	B	E	H	A	V	E	D	D	D	S	T	D
B	A	D	Z	S	H	O	R	T	Z	H	E	L	P	F	U	L	H	I	Z
Z	T	I	N	Y	Z	Z	Z	Z	Z	B	Z	Z	Z	Z	C	Z	A	V	Z
C	U	N	H	E	L	P	F	U	L	E	E	G	F	D	O	S	L	E	Y
L	G	O	O	D	***S***	S	D	E	E	P	S	A	A	A	L	V	L	Z	U
E	L	O	U	D	A	***M***	Q	S	C	F	G	X	U	H	D	R	O	E	O
V	Q	U	I	E	T	A	***A***	B	R	A	V	E	S	T	S	S	W	S	N
E	A	N	G	R	Y	S	D	***L***	W	A	R	M	D	G	I	G	G	G	G
R	P	E	A	C	E	F	U	L	***L***	F	D	I	R	T	Y	F	F	F	G
H	S	T	U	P	I	D	F	D	I	S	H	O	N	E	S	T	U	F	F
S	H	A	R	P	J	J	S	M	A	R	T	S	D	U	L	L	S	L	F

Activity 3: Fill-in The Blanks
Directions: Use the following adjectives in the sentences below. Circle the noun the adjective modifies.

beautiful tiny cold dishonest sharp rainy naughty helpful loud shallow

1. The ____________ mouse was only 5 centimeters long.
2. It was a ____________ night. We needed to sleep with a blanket.
3. The ____________ student carried the books for the teacher.
4. The water was ____________. It was only 10 centimetres deep.
5. ____________ music was played at the wedding.
6. The ____________ woman was in the Miss Kagera Contest in Bukoba.
7. The ____________ child did not help clean the house.
8. The ____________ man stole money from the women.
9. The man used a ____________ knife to cut the rope.
10. It was a ____________ day. There were many clouds and a lot of thunder and lightning.

Activity 4: Fill-in The Blanks
Directions: Use the following adjectives in the sentences below. Circle the noun the adjective modifies.

attractive clever cowardly foggy light truthful dull funny thin angry

1. We laughed at the ___________ man who told jokes.
2. The ____________ bag was easy to carry.
3. The man had not eaten food for one week. His body was very ____________.
4. The drunk man was very __________. He tried to hit every person he saw.
5. The dress the woman wore was very ____________.
6. In the early morning we cannot see the Ngono River because it is ____________ .
7. That dala dala driver was very ____________ . He told us we had paid too much money.
8. The ____________ man ran away when he saw the small, green snake.
9. We could not cut the rope with the ____________ knife.
10. That girl is very ____________. She scored Division I on the National Exams.

Activity 5: Find the Adjective
Make a list of the 15 adjectives in this paragraph. Note to teacher: The adjectives are in *italics*.

It was a *cold*, *dark* night. It was *windy* and *rainy*. In the village a *large* snake was hunting *small* rats. It entered the *tiny* house where the people and their dog slept. The *old* dog smelled the snake. The dog was very *smart* and *brave* and watched what the snake was doing. When the *big* snake came close to the people, the *clever* dog jumped on its head and bit it with his *sharp* teeth. The snake fought back but the *strong* dog killed it. The people woke up and saw what the *good* dog had done.

Activity 6: Write Your Own Sentences
Direction: Students are to write three sentences in their notebooks using different adjectives. They are then to write the sentences on the black board. Other students make any necessary corrections.

GRAMMAR PRESENTATION II
COMPARATIVE AND SUPERLATIVE ADJECTIVES

COMPARATIVE ADJECTIVES

- Comparative adjectives are used to compare two nouns. For example: Almachus is *bigger than* Adoph. In this sentence Almachus is compared to Adoph.
- There are different ways to make adjectives comparative. This depends on whether the adjective has a single syllable or has multiple syllables. A single syllable adjective has one sound. For example: *hot*, *sharp, tall*. Multiple syllable adjectives have more than one sound. For example: *beautiful*. This word has three sounds: 1) beau 2) ti 3) ful.
- To make a comparison using a single syllable adjective, add *er* to the adjective, followed by the word *than.* For example: He is tall*er than* Paul. Here *er* was added to *tall*. The word *than* was used after *taller*. The following single syllable adjectives change as follows: *big* becomes *bigger than; small – smaller than; tall – taller than; short – shorter than; nice -- nicer than; cold – colder than.*
- Comparative adjectives that have more than one syllable do not use *er.* Instead, the comparative form is made by adding the words *more* or *less* before the adjective. For example, the adjective *beautiful* has three syllables: 1) beau 2) ti 3) ful. Thus, when forming the comparative, use *more* or *less + adjective + than*. Example: Mary is *more beautiful than Jane.* Examples of multi-syllabic adjectives are as follows: *more difficult than, less important than , more challenging than*, *less handsome than, more cowardly than, less naughty than, more peaceful than, less dishonest than .*

SUPERLATIVE ADJECTIVES

- Superlative adjectives are used to compare one noun with a group of nouns.
- To form the Superlative with single syllable adjectives, first write the word *the.* Then write the single syllable adjective with *est* added at the end. For example: *the coldest, the hottest, the tallest, the smallest, the fattest*. Examples of usage are as follows: 1) Today is *the coldest* day this year. Here one day is compared to all of the days in the year. 2) She is *the tallest* girl in Form I. Here one girl is compared to the other girls in Form I.

- If the adjective has more than one syllable, do not add *est.* Instead, put the words *the most* or *the least* in front of the adjective. For example, the adjective *difficult* has three syllables: *dif-fi-cult.* Thus we make the Superlative Adjective Form as follows: University was *the most difficult* part of my education. Primary school was *the least difficult* part of my education.

GRAMMAR PRACTICE II

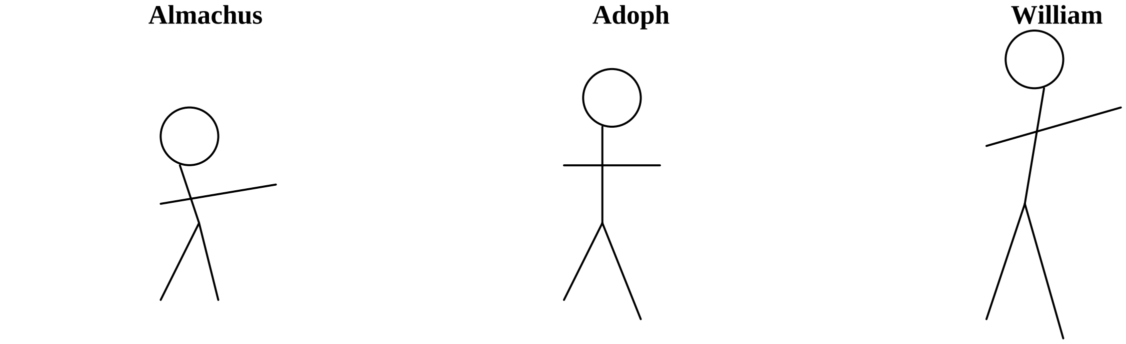
Activity 1: How Many Syllables?
Directions: Students are to identify the number of syllables there are in each word. This activity helps students determine how to form the comparative and superlative adjective forms.

1. cold
2. hot
3. tall
4. short
5. beautiful
6. ugly
7. smart
8. dull
9. happy
10. sad
11. dark
12. light
13. easy
14. dirty
15. savage
16. intelligent
17. clever
18. unhealthy
19. untruthful
20. cowardly
21. honest
22. dishonest
23. helpful
24. unhelpful
25. generous
26. stingy
27. stupid
28. diligent
29. lazy
30. hidden

Activity 2: Adjective Forms
Directions: Complete the following chart.

Adjective	Comparative Form	Superlative Form
bad	worse than	the worst
good	better than	the best
cold		
hot		
tall		
short		
beautiful		
ugly		
smart		
dull		
happy		
sad		
dark		
light		
easy		
dirty		
savage		

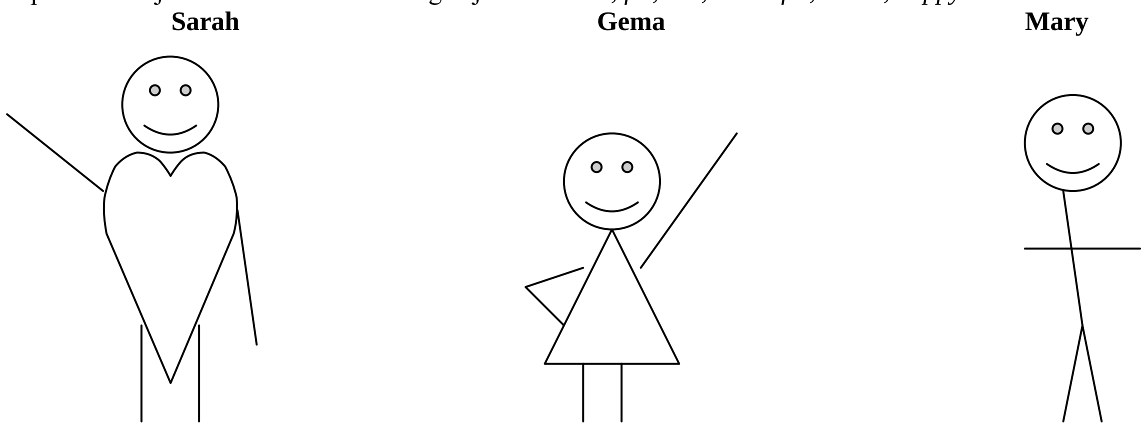
Activity 3
Directions: Write sentences about the pictures below using comparative adjectives. Note: Sample structures are provided below using *big* and *small.* These can be replaced by other adjectives, such as *intelligent, handsome, honest…*



1. Almachus is (small) than Adoph.
2. Adoph is (small) than William.
3. Adoph is (big) than Almachus.
4. William is (big) than Adoph.
5. William is (big) than Almachus.
6. Almachus is (small) than William.
7. William is the (big).
8. Almachus is the (small).

Activity 4
Directions: Read the sentences below and draw pictures of the people.
1. Mary is taller than Jane. Alice is the smallest.
2. Mark is fatter than Peter. Nicky is the fattest.
3. Larry is older than Mike. Bill is the youngest.
4. Tom's pikipiki is fast. Paul's pikipiki is the fastest. Fred's pikipiki is faster than Tom's.

Activity 5
Directions: Look at the pictures of the people below and write 5 sentences about them using comparative or superlative adjectives. Use the following adjectives: *thin, fat, tall, beautiful, smart, happy.*



Activity 6
Directions: Students are to use the comparative and superlative forms of the adjectives *easy* and *difficult* to describe their school experience. If necessary, give them one or two examples of sentences and let them create their own sentences. Examples include:

Math is easier than physics.
Physics is more difficult than math.
Kiswahili is the easiest.
Physics is the most difficult.

Activity 7
Directions: Students write five sentences in their notebooks using adjectives to describe people, places and things at the school. They select the best one and write it on the board for the other students to review.

SPEAKING

Activity 1: Closed Drill
- Write the chart below on the board. Read the sentences aloud and the students repeat.
- Students make their own sentences using different combinations.

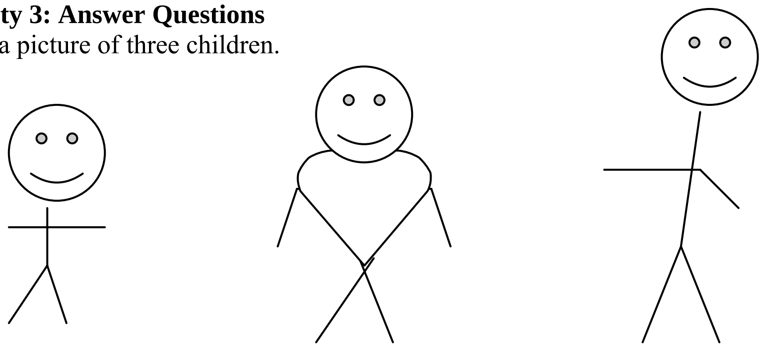
	red	
	blue	pen.
I have a	nice	sweater.
	bad	book.
You have a	sharp	knife.
	dull	house.
She has a	heavy	box.
	light	cow.
They have a	fat	shirt.
	thin	
	clean	
	dirty	

Activity 2: Closed Drill
Write the chart below on the board. Read the sentences aloud and the students repeat.

Mr. Jones is 60 years old.	He is an old man, but he is younger than Mr Smith.
Mr. Smith is 65 years old.	He is older than Mr Jones but younger than Mr. Wright.
Mr. Wright is 70 years old.	He is the oldest.

Have students come to the board and draw pictures of Mr. Jones, Smith and Wright. Erase the chart and have students say sentences about the pictures.

Activity 3: Answer Questions
Draw a picture of three children.



Mary is 12 years old. ***Happy is 13 years old.*** ***Prudence is 14 years old.***

Individual students in the class stand up and answer the following questions about the pictures.

Questions	Answers
1. Who is the oldest?	__________ is the oldest.
2. Who is the youngest?	__________ is the youngest.
3. Who is the tallest?	__________ is the tallest.
4. Who is the shortest?	__________ is the shortest.
5. Who is shorter than Happy?	__________ is shorter than ___________.
6. Who is taller than Mary?	__________ is taller than ______________.
7. Who has the longest name?	
8. Who has the shortest name?	

Activity 4: Answer Questions

Three students come to the front of the room. They answer the following information:

- My name is ____________.
- I live in _____________.
- I am _______ years old.

Other students in the class then stand up and answer the following questions about the students at the front of the room:

1. Who is the oldest?
2. Who is the youngest?
3. Who lives closest to the school?
4. Who lives farthest from the school?
5. Who is the tallest?
6. Who is the shortest?
7. _____________ is shorter than ___________.
8. _____________ is taller than ___________.
9. _____________ is older than ___________.
10. _____________ is younger than ___________.

Repeat with another three students.

Activity 5

Brainstorm a list of adjectives that describe people. Then write your name on the board vertically. Add suitable adjectives that contain the letters in your name (see below). Next have the students do the same activity with their names in their notebooks. After that, have the students come to the board and write their names and the adjectives. Then they should describe themselves. For example: My name is Devotha. I am very *good*. I am also *brave*. I am *attractive*, *young* and *tall*. I am very *honest*. I am also very *beautiful*

					G	O	O	**D**						
				B	R	A	V	**E**						
A	T	T	R	A	C	T	I	**V**	E					
							Y	**O**	U	N	G			
								T	A	L	L			
								H	O	N	E	S	T	
						B	E	**A**	U	T	I	F	U	L

LISTENING

Directions for the Teacher

1. Review Vocabulary.
2. Slowly read the story one time. Students raise their hands each time they hear a new vocabulary word. They say the word aloud. The teacher corrects their pronunciation when necessary.
3. *Listening Comprehension Activity*: Explain that you will read the story and that the students are to draw pictures of the people in their notebooks. Write the names of the people in the story on the board.
4. Select three to five students to draw pictures of the people on the board. Have them come to the front of the room.
5. Read story 3 to 5 times.
6. Students draw pictures of the people in the story in their notebooks. Three to five of the students draw their pictures on the board.
7. Students look at the pictures drawn on the board and discuss if they are drawn correctly.
8. Read story aloud one more time and have students make any corrections to the pictures.
9. Review corrections.
10. Slowly read the story again. Students are to raise their hands each time they hear an adjective. Note: All adjectives in the story are in italics.
11. Discuss one or two of the *Thinking Questions*.

Vocabulary

aunt	cousin	nephew	sister-in-law	brother
uncle	sister	disabled	grandmother	grandfather

Listening Comprehension Activity

Draw pictures of

1. Raymond
2. Gideon, Alice and Peter
3. Joseph, Anita, Jessica and Kati
4. Pius and Jospina
5. Rodi, Aida and their children

MY FAMILY

Hello, My name is Raymond. I am 28 years old. I live in Bukoba. I grew up in Rubya. I am not married. I live in a room I rent in Kashai. I am very *tall*. I have long hair and wear a coat and a tie. I work with *disabled* people. I help them get jobs.

My brother is Gideon. He is married to Alice. Alice is my sister-in-law. She is *younger than* my brother. He is 30 years old. He is very *fat* because he drinks a lot of beer. She is 26 and very *thin* and always wears pants. They have one child. His name is Peter. He is 5 years old. Peter is my nephew. He is short and fat. He eats a lot of biscuits. Draw a picture of Gideon, Alice and Peter.

My sister is Antia. She is married to Joseph. Joseph is 35 years old. Antia is 30 years old. Joseph is very *tall* and *thin*. Antia is very *fat* and *short.* They have two children. Jessica is 10 years old. She is very *tall* and *thin* like her father. Kati is 8 years old, and she is *fat* like her mother. Joseph works in Muleba at Mali Juice. His wife is a seamstress and the children go to school. Draw a picture of Joseph, Antia, Jessica and Kati.

My grandfather is Pius. He is 98 years old. He is very *old* and needs a cane to walk. My grandmother is Jospina. She is 84 years old. She works in the garden everyday. She is very short. They live in Rubya. Draw a picture of Pius and Jospina

My uncle Rodi lives in Rubya. He is a very *big* man. He is a doctor at the hospital. He always wears a baseball hat. He is married to Aida. Aida is my Aunt. She is *tall* and works at the hospital as a nurse. They have 4 children who study at Humura Secondary School. The children are my cousins.

Thinking Questions

1. Raymond is 28 years old, and he is not married. His brother, Gideon, is 30 and is married and has one child. What is the best age to get married and begin to have children? Why?
2. Jessica is 10 years old and very thin. Her sister, Kati is 8 years old and very fat. Is it good for children to be very fat? Why?

UNIT 15
PREPOSITIONAL PHRASES & CONJUNCTIONS

GRAMMAR PRESENTATION

PREPOSITIONAL PHRASES

I. There are many prepositions. Examples include: *in, on, by, at, of, down, onto, up, during, behind, over, under, through, beneath, for, near.* These words are used to show relationships between 1) nouns or pronouns and 2) other words in a sentence. For example:

1. The man **in** the red coat is Paul. --Here the preposition ***in*** connects *man* with *the red coat.* It tell us which man.
2. The woman walked **in** the garden. --Here ***in*** connects *woman* with *the garden*. It tells us where the woman walked.
3. The plane flew **over** the clouds. --Here ***over*** connects *plane* and *the clouds*. It tells us where the plane flew.
4. The food was **on** the table. --Here ***on*** connects *food* and *the table.* It tells us where the food was.
5. The students arrived **at** the school **at** 7 a.m. --Here **at** connects 7 a.m. with *students*. It tells us when the students arrived at school.

II. Prepositions are used to form prepositional phrases. A prepositional phrase begins with a preposition and is followed by a noun or an object pronoun (me, you, him, her, it, us, you, them). The noun or object pronouns are called the *objects of the preposition.* Examples include:

- ***in the store*** - ***in*** is the preposition, ***store*** is the object of the preposition
- ***with her*** - ***with*** is the preposition, ***her*** is the object of the preposition
- ***to Paul and him*** – ***to*** is the preposition, ***Paul and him*** are the objects of the preposition

III. Prepositional phrases can be adjectives or adverbs**.**

Adjectives: These tell us *which*. For example:
The man on the bicycle is Allistides. *On the bicycle* tells us which man.
The girl in the store is Devotha. *In the store* tells us which girl.

Adverbs: These tell us *where or when.* For example:
The boys played football in Nshamba. *In Nshamba* tells us where the boys played.
The boys swam in the afternoon. *In the afternoon* tells us when the boys swam.

CONJUNCTIONS

I. Conjunctions join words or groups of words. In this unit we will focus on the conjunctions *and, but,* and *or.*

II. Use *and* or *or* to join two words. For example: Paul *and* Peter… Matoke or rice

III. Use *and, but,* or *or* to join two sentences. For example:

- The boys played football ***and*** the girls played netball. *The boys played football* is one sentence. *The girls played netball* is one sentence. They are joined by *and* to show that the two things were happening at the same time.
- The Form II boys played football, ***but*** the Form I boys went to town. *The Form II boys played football* is one sentence. *The Form I boys went to town* is one sentence. The two are joined by ***but*** to emphasize (show) that the two groups were doing different things.
- You can play football, ***or*** you can go to town. *You can play football* is one sentence. *You can go to town* is one sentence. They are joined by ***or*** to show a choice is being offered. You can eat matoke or rice. (Utajiju)

GRAMMAR PRACTICE

Activity 1
Directions: Underline the prepositional phrase(s). For example: The dog <u>in the garden</u> is sick.
1. Kagera Region is located in Tanzania.
2. It is in the northwest part of the country.
3. The climate in Kagera is cooler than in Dar es Salaam.
4. The climate is influenced by Lake Victoria.
5. There are two rainy seasons during the year.
6. Many crops are grown throughout Kagera Region.
7. The people grow coffee and matoke for cash.
8. They grow other crops for food.
9. People grow groundnuts, beans and cassava beneath the bananas.
10. They sell the bananas in local markets and Mwanza.
11. The main city of the Region is Bukoba.

Activity 2
Directions: Underline the prepositional phrase(s).
1. Lake Victoria is the largest lake in Africa.
2. The River Nile runs out of it.
3. The Nile River starts in Jinga, Uganda and travels toward Egypt.
4. Three countries have borders around Lake Victoria. They are Tanzania, Uganda and Kenya.
5. Many different African Tribes live near the Lake.
6. Some of these tribes are the MuHaya, the Luganda and the Luo.
7. There are many commercial fisheries on the lake.
8. They fish for Nile Perch.
9. There are many cargo ships on the Lake that transfer goods.
10. The largest Tanzanian city on the shores of Lake Victoria is Mwanza.

Activity 3
Directions: Underline the prepositional phrase(s).
1. Tanzania is the home of the Serengeti National Park.
2. There are many animals that live in the Serengeti.
3. Hippos live in the rivers.
4. They are very dangerous when they are on land.
5. Hippos sleep during the daytime.
6. At night, hippos walk 30 kilometres or more to find food.
7. Each night they eat 40 kg of plants.
8. The elephant is the largest animal in the Serengeti.
9. Each day they eat 250 KG of grass and other plants.
10. Elephants can live for 100 years.

Activity 4
Directions: Use the correct conjunction--*and, but, or*-- in the sentences below.
In June, Allistedes _____ I went to the Serengeti for three days. We saw lions, elephants, giraffe, _____ many other animals. The first day we saw giraffe, warthogs, and wildebeast, _____ we did not see hippos. At the end of the day the tour guide said that we could sleep in a hotel_____ a campground. We decided to sleep in a tent. At night we could hear some animals walking near the tent.

The second day we saw many Masai Giraffe, zebras, lion, _____ cheetah. Our tour guide told us that female giraffe do not live alone, _____ stay in groups of 50 females. The giraffe does not eat meat ___ fish. It eats the leaves of trees. We saw many zebras. We learned that zebras live in groups of five females _____ one male. We saw three lions, _____ we learned that lions live in groups called prides. We also saw two cheetah. They are the fastest animal on earth. They can run 105 km per hour _____ for only a short time. The trip was very exciting. When I finish school, I want to be a zoologist and study animals.

SPEAKING

Activity 1: At the Market: Using Conjunctions to Connect Nouns

1. **Directions:** First the teacher demonstrates the activity. He says the sentence below and fills in the blanks with nouns. Then individual students fill-in-the-blanks with 3 nouns. They connect the nouns with *and.*

   At the market I want to buy __________, _________, and __________.

2. **Directions:** Students fill in the blanks with nouns. They connect the nouns with *but*.

   At the market I want to buy __________, but I don't want to buy __________.

3. **Directions:** Students fill-in the blanks with 2 nouns. They connect the nouns with *or.* (Note the language structure - either __________ or __________. Example: I want to study *either* English *or* Kiswahili. Not both.)

   At the market I will buy either __________ or __________. Not both.

Variation: Bring different items to class and set up a mini market. Students can practice buying different things at the market using *and, but, or.*

Activity 2: Where Is It?

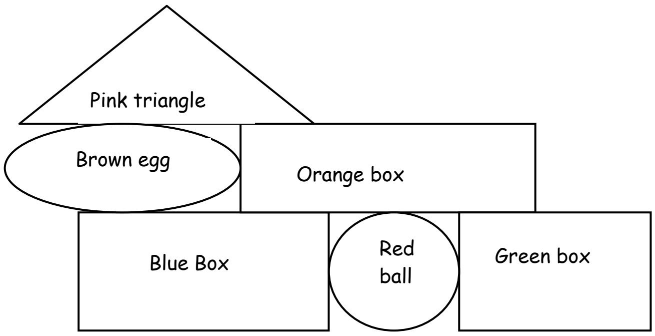
Directions: Tell the students that you have hidden different things in the room. The students have to guess where the things are by asking questions that use prepositional phrases. Example: Is the _______ under the desk?

To make it easier, the teacher can write the following chart on the board.

Is it	on in under over near above behind	____________________________________.

Activity 3

Directions: The teacher draws a picture on the board. The students use prepositions to describe the picture. For example:



Students say: The pink triangle is *above* the brown egg. Or The red ball is *between* the blue and green boxes.

The __________ is	on above in under behind	the ___________.

LISTENING

Directions for the Teacher

1. Ask students what wild animals they might see if they went to Serengeti National Park. Make a list.
2. Review Vocabulary.
3. Write the *Listening Comprehension Questions* on the board and review with students.
4. Read story 3 to 5 times.
5. Students answer *Listening Comprehension Questions.*
6. Discuss answers.
7. Discuss *Thinking Questions.*

Vocabulary

rent/rented	campground	end of the day	enormous	scare/scared	adventure
arrive/arrived	tents	sail/sailed	vehicle	worry/worried	giraffe
elephant	zebra	hippo	hyena	lion	cheetah

Listening Comprehension Questions

Fill-in-the Blanks

1. ________ students went to the Serengeti.
2. They travelled in the MS ________.
3. The boat had a bar and a __________.
4. They left Mwanza at ________ PM.
5. The elephant were eating __________
6. They travelled in a __________ vehicle.

True/False

7. Two teachers went to the Serengeti
8. They bought food at the store.
9. They took a dala dala to the park.
10. The first animals they saw were giraffe.

Open Ended

13. Why were the students scared to sleep in a tent?
14. How many hours were they gone from Bukoba?

SERENGETI ADVENTURE

In June the top eight students from school went to the Serengeti National Park with one teacher. They left Bukoba on Monday night at 9 p.m. They travelled on the ship called the MS Victoria. The ship was very big. It had a restaurant and a bar. They slept in a room on the boat that had six double decker beds. They arrived in Mwanza the following morning. They were met by Issac. He was the driver of their safari vehicle. He was going to drive them to the Serengeti. They went to the market to buy food to eat in the park. Then they left Mwanza at 10 in the morning. They drove two hours to the Serengeti.

The first animal they saw in the park was a giraffe. It was very tall. It was standing alone. It was eating leaves from a tree. Next they saw ten zebras. They were eating grass. When the safari car came close to them, they ran away. They can run very fast. After that, they saw six elephant. They were enormous. They were eating grass.

At the end of the first day, they went to the campground to eat and sleep. They cooked matoke. They slept in tents. They were scared to sleep in the tents because they worried that wild animals might eat them. Issac told them not to worry. There were guards in the campground.

It the morning they got back in the safari vehicle and travelled through the park. They saw hippos, cheetah, lion and hyena. They watched a lion sleeping in a tree. At the end of the second day they arrived back in Mwanza. That night they got back on the boat and sailed to Bukoba. At six in the morning they arrived in town and saw their friends. They had many stories to tell about their Serengeti adventure.

Thinking Questions

1. Describe the following animals: elephant, lion, hippo, zebra, cheetah, giraffe, baboon, ostrich and rhino. Tell what they look like, what they eat, and what special physical features they have.
2. If you were an animal living in the Serengeti, what kind of animal would you want to be? Why?

PART II
TEACHER RESOURCE MATERIALS

SECTION 1
PRACTICING GRAMMAR & WRITING TEST QUESTIONS

The question formats listed below help students practice the new grammar they have learned. They can also be used when writing exam questions.

Multiple Choice Question and Answer
What is the definition of a noun?

a. person, piece and thought
b. an action word
c. person, place and thing
d. a word that describes location.

Incomplete Statement
The word *accompany* means to ______________________.

a. company
b. consider
c. purchase
d. go with

Matching List
Match Column B with Column A. There is only one answer for each question.

Column A	Column B
1. a present continuous verb_________	a. worked
1. a simple past tense verb___________	b. have worked
2. a present perfect tense verb _________	c. had worked
3. a past perfect verb _________	d. is working
4. a future simple verb _________	e. will work

Matching From A Key List
1. Which column contains only verbs to be?
2. Which column contains only colours?
3. Which column contains continuous verbs?

A	B	C	D
was	red	red	was running
is	blue	white	is thinking
are	black	yellow	am driving
were	small	green	are considering

True/False
Write True (T) or False (F) after each of the following sentences:
1. Things Fall Apart was written by Julius Nyrere.
2. Hawa the Bus Driver is about a woman who works in Mwanza as a bus driver.

CLOZE Procedure

Directions: The following paragraph is missing 4 vocabulary words. Read the paragraph and select the best words from the list below. Note to teacher: Always supply more vocabulary words than possible answers.

He walked to the store. He __1___ inside and spoke to his friends. They ______2______ him that the President of Tanzania was coming to Rubya this Friday. He was very ____3____. He left and went to another store and ___4____ a new hat to wear.

told	bought
happy	sang
went	drove
thought	was

Correct The Mistakes

The paragraph below contains 6 spelling errors. Find them and make the corrections.

Dear Headmasster,

I am going to be awey from school for the next two weeks. Pleas tell my teachers that I will returm on Wedesday, 10 Febuary.

Thank you,
Joe

Short Answer Items

List the months of the year.
What are the eight parts of speech?

Completion Items

Hawa the Bus Driver lives in ____________. She is married to _____________and has _____________children..

Open Ended Answers

Hawa faced many challenges. First she __________________. Second, she_________________________. Third ___________________________. I liked the Hawa the Bus Driver because __________________________.

SECTION 2
DESIGNING AND IMPLEMENTING
SPEAKING ACTIVITIES

DRILLS & DIALOGUES

Drills and dialogues are used to practice language structures. Structures are language patterns governed by grammar rules. For example: *Let's go to the* store. *Let's go to the* church…. Structures are part of our everyday speech. Drills are one way to teach structures.

In the example below, the structure is Let's + verb + noun. When using drills, start with the easiest, #1, and progress to the hardest, #5

*1. **Repetition Drill***
Teacher: Let's play football.
Students: Let's play football
Teacher: Let's eat food.
Students: Let's eat food.

*2. **Substitution Drill***
Teacher: Let's play football.
Students: Let's play football.
Teacher: You want to eat food?
Students: Let's eat food.
Teacher: You want to go to the store?
Students: Let's go to the store.

*3. **Single Word Prompts***
Teacher: Muleba
Students: Let's go to Muleba.
Teacher: basketball
Students: Let's play basketball.

*4. **Picture Prompts***
Show a picture of a man playing football. Students say: Let's play football.

*5. **Free Substitution***
Students make up their own sentences.
Let's go fishing.
Let's go …

Drills and Dialogues are a good way to practice language structures with the entire class. To use them:

1. Review the structure. For example: Review the formation of the present continuous verb tense: *I am eating…*
2. Say the structure aloud and have all of the students repeat it after you.
3. Have individual students form sentences using the structure.

Here are some examples of drills and dialogues:

Closed Drill

In a closed drill all of the information is provided. The teacher starts and the students repeat. At first they repeat the drill in a group. They then repeat the drill individually.

I	am	going	home.
He	is	running	to the store.
She	are	thinking	about my schoolwork.
They		singing	in the assembly.
We			

Open Ended Drill

In an open-ended drill some of the information is missing, and the students have to fill in the blanks. The teacher forms one or two sentences. The students then form sentences individually.

I			home.
He	am		to the store.
She	is	________________________________	about my schoolwork.
They	are	*Students fill-in the blank space*	in the assembly.
We			

Closed Dialogues

Dialogues are used by two students. The three steps in using a dialogue are 1)The teacher demonstrates how to use the dialogue. 2) Two students come up in front of the class and practice the dialogue. 3) Pairs of students in the class practice the dialogue at their seats.

Devotha: Did you read last night?
Mediatrix: Yes, I read a book called, *Hawa the Bus Driver*.
Devotha: Did you like the book?
Mediatrix: Yes it was very interesting…

Open Dialogues

These are the same as closed dialogues except that some of the information is left out and students have to fill it in with their own examples. Three steps in using a dialogue are 1) The teacher demonstrates how to use the dialogue. 2) Two students come up in front of the class and practice the dialogue. 3) Pairs of students in the class practice the dialogue.

Devotha: What did you do last night?
Mediatrix: Last night I ______________________________________
Devotha: What did you do over the weekend?
Mediatrix: On Saturday I _____________ and then I ____________. On Sunday I _____________. After that I _________________.

COMMUNICATION ACTIVITIES

These activities encourage students to speak. Below you will find *Guessing Activities, Information Gap Activities,*
and *Other Speaking Activities.*

GUESSING ACTIVITIES

1. What Is It?

USE: To review vocabulary and practice forming yes, no and other questions.

One student thinks of a person, place or thing that the class knows the name of. Others ask questions to find out the name of the person, place or thing. For example:

Student A: *Is it a thing?*
Student B*: No.*
Student A: *Is it a place?*
Student B: *No.*
Student A: *Is it a person?*
Student B: *Yes.*
Student A: Is it William?…
The first person to guess correctly takes the thinker's place.

VARIATIONS:

- After the game has been played by the class as a whole, it can be played in small groups.
- The thinker can give the others in the class a hint: *I am thinking of something in a classroom.* Students ask, *Is it a blackboard? Is it a book? Is it the teacher?*

2. Who Am I Or What Am I?

USE: 1) To practice forming a) yes, no and other questions and b) statements; 2) To review other subjects such as history, science, civics…

Each student imagines himself to be another person - someone well known locally, nationally, historically, or internationally. They write two sentences about the person and read them to the class. For example*:*

- *I am an author. I wrote Things Fall Apart. Who am I?* or
- *I am the President of Uganda. I live in Kampala. Who am I?* Or
- I am a priest. I am the manager of Rubya Parish. Who am I?

After listening to the sentences, the other students then guess: Are you George Bush? Are you Father George? The one who guesses correctly then read his or her sentences.

VARIATIONS

Replace people with scientific information. For example: I am the third planet from the sun. The majority of me is covered with water. What am I? Or, I cause people to get malaria. I come out at night. What am I?

3. Where Is It?

USE: To practice using prepositions of location or to practice forming questions.

Students close their eyes while the teacher hides a small object such as a coin, a knife, a ring... Each student then asks a question to find out where the object is hidden. *Is it under the desk? Is it behind the cupboard? Is it in Aidan's desk? Is it outside? Is it under…?*

4. Find The Objects

USE: To practice forming and answering questions with words that describe locations.

Small objects are half hidden in the classroom. One or more students are free to move about in order to find where the objects are located. The student(s) are not to move the objects. After a few minutes, the teacher asks the students to return to their seats. Then the teacher or one student asks the class: *Where's the tennis ball? Where's the soccer ball? Where's the map? Where's the bottle?* The other students raise their hands. Then they answer, *The tennis ball is under the desk. The soccer ball is in the window…*

5. Getting Your Things Back

USE: To practice possessive pronouns

Various objects belonging to members of the class are collected together and put in a bag or on a desk. The teacher or a student takes them out one at a time and asks: *Whose is this? Is this William's? Is this exercise book yours, Roza? Whose exercise book is this?*

The student answers: *Yes. It's mine* or *It's Devotha's or It's his* or *It's hers.*

VARIATIONS

As the objects are taken out, the owners of them stand up and say *That's mine* or *That exercise book is mine*.

6. Where Are You Off To?

Use: To practice the infinitive of purpose

- Someone walks to the door and says: *Goodbye, everyone. See you later.*
- The class replies: *Where are you going?*
- The person leaving the room says: *I am off to the market/post office/Muleba…*
- The class replies: *Why are you going there?*
- The person leaving says: *Guess*
- The class then guesses using the infinitive. For example: *To buy a melon? To send a letter? To buy a music tape? To see your friend?*

7. What Is She/He Doing?

USE: To practice the present continuous tense.

The teacher whispers in one student's ear a verb, for example, *to sweep*. The student pretends to have a broom and begins to sweep. The teacher then asks the other students, "What is she doing?" The students respond: *She is sweeping.* The teacher or a student then writes the sentence on the board.

INFORMATION GAP ACTIVITIES

For these exercises, two students or groups of students are given different information on a topic. Note: The teacher should ask one half of the class to leave the room while he gives the other half of the class the information and vice versa. Once both groups have the information, the students then ask one another questions.

1. Interview for Specific Information

Directions: Student A has to get information from Student B. Student A receives the following chart:

Student A	***Information***
What will happen this evening?	
Tomorrow morning *What will happen …*	
Tomorrow afternoon	
Tomorrow evening	

Student B receives the following description:

Tonight Devotha is going to stay at home because she needs to cook dinner for her grandfather. Tomorrow morning she is attending classes at Humura Secondary School. In the afternoon she is going to the hospital to use the internet. In the evening she is going to a party at the hostel.

Student A asks Student B questions. Student B is not allowed read the paragraph to A.

2. Interview for Specific Information

Directions: Student A has to get information from Student B. Student B has to find out information from Student A.

Question format to be used: What are Mr. Bell's plans at _____ o'clock?

Student A	**Student B**
Mr. Bell's plan for tomorrow 9:00 Feed the lions 10:00 ____________________________ 11:00 ____________________________ 12:00 Feed the horses 3:00 ______________________________ 5:00 Practice on the tightrope.	Mr. Bell's plan for tomorrow 9:00______________________________ 10:00 Talk with Jadida 11:00 Watch the students sing with Saida Caroli. 12:00_____________________________ 3:00 Call Braiton 5:00______________________________

3. At the Store

Student X	***Student Y***
<u>Shopping List</u> 2 packets of tea 1 kilo of sugar 1 coke 2 kilos of rice 1 kilo of beans 1 bunch of oranges	*You sell:* *Tea for 100 TSH / packet* *Sugar for 1200 TSH/kilo* *Rice for 600 TSH/kilo* *Soda for 400 TSH* *Beans for 800 TSH/kilo* *Oranges for 200 TSH per bunch*

Students sit in pairs. Student X is a customer and has 2,000 TSH to spend on a shopping list. Student Y is a shop assistant and has a list of items and their costs. They do not look at each other's list. Student X tries to buy the things on his list. To assist them, the teacher can write the following on the board:

X: Have you got any tea?
Y: Yes I have.
X: How much does it cost?
Y: It costs 50 TSH / packet.

4. Interview for Specific Information

Students work in pairs. They ask each other questions about their daily schedules.

When do you get up?	
What time do you have breakfast? What do you have for breakfast?	
When do you go to school? How do you get to school?	
When do you have lunch? What do you have for lunch?	
What do you do in the evening? When do you eat?	
What do you do on the weekend?	

5. Feel the Object

Put objects in a bag. Hold the bag and then ask students to put their hand in the bag and feel the object(s). They must then try and identify what the object is.

6. Find Someone Who…

Prepare a list of questions for students to ask one another. Have students ask each other these questions and try to find another student who has the answer. Example: Give the students two minutes to walk around the room and find at least one person in the class who has 1) the same birthday month, 2) the same number of brothers, 3) the same favourite colour. After two minutes everyone sits down. Then individual students stand up and tell their answers to the others.

7. Slow Reveal

Use a picture large enough for the entire class to see. Cover the picture with a piece of paper. Reveal the picture in stages. At each stage, ask the class to identify what they see and what they think the whole picture might be. Encourage differences of opinion and promote discussion.

8. Who Are You?

Each student writes his full name on a piece of paper. All the papers are collected and redistributed so that everyone receives the name of a person he does not know. Everyone walks around the room and tries to find the person whose name he holds by asking simple questions, 'Is your name...?' 'Are you...?' When everyone has found his partner, he introduces him to the group. This is good for the first week of class. Note: Students can also ask additional questions: Where are you from? How many brothers do you have? …

OTHER SPEAKING ACTIVITIES

1. Slap-Clap-Snap-Snap

Students and the teacher sit in a circle. The teacher begins a drum like rhythm: First he slaps his knees. Then he claps his hands. Then he snaps his right fingers. Finally, he snaps his left fingers. The rhythm should not go too fast, and all the students should join in on the movements and sounds. When the rhythm is steady and everyone has the hang of it, the teacher begins the activity by saying a word (foods, colours, names, etc.) on the last two beats of each set (the snaps). After the teacher says his word, then the student next to him must say a word when everyone snaps. The word must be in the same category as the teacher's word (foods, colours, names, etc.).

2. Build-a-Story

Give 10 students each a piece of paper with a vocabulary word written on it. The students are to stand in a line. The first student starts a story. The story must contain the word the teacher gave to the student. Then the next student continues the same story making sure to use his or her word. This continues until all students have used their words.

3. Jumbled Story or Sentence

- Find or write a suitable paragraph appropriate for the level of your students. For example: *Bob gets up at 7 o'clock every morning. First, puts on his clothes. Then washes his face. After that he leaves the house and walks to school. When he arrives at school…*
- Write the paragraph on a piece of paper. Cut up the paragraph into sentences.
- Give the sentences to groups of students and have them put them together into the correct order.

Note: This can also be done with words. Write one sentence on a piece of paper. Cut it into small pieces that contain one word each. Give students the pieces and have them form a sentence out of it.

4. Using Puppets or Dolls

One successful way of presenting language is through puppets. The teacher and the puppet can have conversations about anything. This is a good way to introduce new subjects, language structures, and vocabulary to students.

5. Chain Work

Chain work uses picture cards or word cards. The teacher puts all of the cards face down in a pile. Pupil 1 picks up a card on which there is a picture of bananas or the word bananas is written. Turning to Pupil 2 he says "Do you like bananas?" Pupil 2 then picks up the next card on which apples (for example) is written. She answers, "No, I don't like bananas, but I like apples." The chain continues with the next student.

6. Pictionary (Picture + Dictionary)

Whisper to one student a word or phrase that the class has recently learned. The student then draws a picture of the word on the board. The rest of the class has to guess the vocabulary word for the picture.

7. Express Your View

Tell the pupils that you want each of them to be ready to talk for exactly one minute on a subject they care about. Each week select a name randomly. The student must prepare his or her talk for the following week. At the end of the talk, the other students can ask questions and discuss how they feel about the ideas expressed.

SECTION 3
DESIGNING AND IMPLEMENTING LISTENING ACTIVITIES

HOW TO DEVELOP GUIDED LISTENING ACTIVITIES

Guided Listening Activities help students develop their ability to listen to and understand a new language. These activities can be used to reinforce a grammar point or vocabulary lesson taught earlier. They can also introduce new topics for study. The teacher can conduct listening activities using a textbook or by writing his own listening activity. Here are Three Steps to writing and implementing Guided Listening Activities.

STEP 1: SELECT THE TEXT
Consider using a variety of different texts. You can

1. Write your own story to read to the students. By writing your own story, you will be sure that the listening activity reinforces previously taught grammar or vocabulary.
2. Use reading passages from school texts. Use English textbooks or different subject areas such as Geography, Civics or Biology. Helping students understand texts they currently use will increase their overall academic knowledge and performance.
3. Read from a storybook such as *Hawa the Bus Driver.*
4. Read a story from the newspaper or a magazine
5. Read a poem.

STEP 2: TWO THINGS TO DO BEFORE YOU READ THE STORY
Before conducting the listening activity, you should pre-read the story and

1. Identify the vocabulary that will cause problems for the students.
2. Write *Comprehension Questions* for the students to answer about the listening selection. When writing the questions, consider using the following formats:
    - *Fill in the Blanks*: Mary has _______ brothers.
    - *True/False*: Mary has 7 brothers.
    - *Question/Answer*: How many brothers does Mary have?

Note: *Fill-in and Blanks* and *True/False* are often easier to answer than the *Question and Answer* format. It is a good idea to start with easier questions and gradually make them more difficult.

STEP 3: CONDUCT THE LISTENING ACTIVITY
When conducting the listening activity you should

1. *First, tell the students a little bit about the story*. If, for example, you are going to read *Hawa the Bus Driver,* ask the students if they have ever seen a woman driving a bus. Tell them that they will hear about a woman who drives a bus for a living. If reading about the solar system, you might ask students what they know about the Milky Way Galaxy. How many planets can they see when they look at the night sky? How many moons does Jupiter have?
2. *Teach any vocabulary words from the text the students may not know.* Try to limit the new vocabulary to 10 words. It can be confusing if you give too many new words to remember. Don't worry if they don't know all of the vocabulary. Part of listening involves looking for context clues to help define new words.
3. *Write the Comprehension Question on the board*. Review the questions so that everyone understands what they are to listen for. Have the students copy them into their notebooks.
4. *Read the story 2 or 3 times.* Read slowly. Try to read groups of three to four words and then pause slightly before going on to the next group of three words.
5. *Students answer the comprehension questions in their books*. While the students answer the questions, walk around the room and check their work.
6. *Review the answers*. This can be done orally or students can come to the board and write the answers.
7. *Have students orally or in writing answer upper level thinking questions.* Write on the board one or two *upper level thinking questions* for students to consider. First, the students should discuss the questions. If

appropriate they can answer in writing after the discussion. Note: Upper level thinking skills require students to summarize, apply, analyze, compare, and/or evaluate. They are different from c*omprehension questions* which generally require the student to simply answer using factual information they heard when the teacher read the text. An example of a *comprehension question* is as follows: Hawa lives in Dar es Salaam - True or False. With *upper level thinking*, students must 1) think about what they heard, 2) evaluate the information and 3) reach a conclusion about the best answer. Examples of upper level thinking activities are listed below:

- *Jumbled Sentences:* The teacher writes a summary of the story the students are reading. The summary should be five to eight sentences long. Mix up the order and have the students put the information into the correct chronology. An example for a science class on agriculture is as follows:

    (a) If it doesn't rain, they water the garden.
    (b) Many people plant during the rainy season.
    (c) After that they remove the weeds.
    (d) Then they put the seeds a quarter of an inch beneath the surface.
    (e) First they dig up the soil.

- *Synthesis Question:* What is the best way to have a successful garden?
- *Evaluation Question*: Which is the best technique for fishing for tilapia – (a) using a net at night or (b) using a hook and line during the day? Why?

OTHER LISTENING ACTIVITIES

Here is a collection of listening activities that you can use with your students. Students can work in pairs or in groups. Note: Some of these activities also contain a speaking component.

Listen for details
Aim: Listen for specific information.
The teacher tells a story about herself (or some other topic). The students listen and write notes in a table.

Village	Where:
Brothers/sisters	How many? Names?
Children	How many? Names?
Interests	

2. Listen to a story
Aim: Put words and phrases from a story into the correct order.

1. Select an interesting listening passage (story) which you can read to your students. Select a minimum of ten *key words and/or phrases* from the story.
2. Teach the students the *key words and/or phrases* from the story that they may not know.
3. Put students into groups of three. Tell them that they are going to listen to a story and that they must put the *key words and/or phrases* into the correct order in which they appear in the story.
4. Read the story two times.
5. Review the answers with the students.

3. What's My Job?

Aim: Develop listening skills and learn about the topic of jobs.

1. Write the topic of the lesson on the board: *Jobs*. Brainstorm with your students the types of jobs they know of. Write these on the board.
2. Tell the class that they are going to hear a description about different jobs. Tell them that they might not understand all the words. All they have to do is listen and write down the name of the job when they think they know it.
3. Read the descriptions to the class. At the end of each description ask the students what the job is.
4. Have the students tell you any words in the description that helped them know what job was being described. Write the words on the board and have the students listen again to see if they can hear them.

Example 1

Every day I drive from Muleba to Bukoba. The road is both dirt and tarmac. I collect money from the people who travel with me. I do not know most of them. The vehicle is crowded with people of all ages. They travel to Bukoba to work and to shop. They then return to Muleba. What do I do for a job?

Example 2

I love to fly. Everyday I go to the airport. I get into my airplane and fly to Mwanza and then back to Bukoba. It is so beautiful to fly over Lake Victoria. The water is blue and the sky is forever. Sometimes I see hippos in the water. I also see fishing boats. What do I do for a job?

4. Describe My Room

Aim: Develop listening for details skills.

- Tell the students that they are going to hear a description of a room.
- Read the description and ask them what you described.
- Read the description again and ask students to draw a picture of the room.
- Finally, show students the picture of the room and describe it once more.

Note: Before you conduct this session, you may need to review certain vocabulary:

- nouns and prepositions of place: middle, centre, upper left, upper right, lower left, lower right, in, on, under.
- nouns related to rooms: door, window, wall…
- adjectives related to size: small, tiny, large, big…

Example: The room has the shape of a rectangle. (Students should draw a rectangle on their paper.) The door to the room is in the bottom left hand corner. (Draw the door.) Each wall of the room has a window in the centre of it. (Draw the windows).There is a round table in the middle of the room. There are four chairs at the table. (Draw the furniture).

5. Listen and Answer

Aim: Listen to a story and then answer comprehension questions.

Read a story to the students. Stop and ask questions as you read to make sure students understand. Focus their attention on the key details: Who, What, Where, When Why and How.

6. Telephone/Alphabet Soup

Aim: To practice listening and speaking sentences, words, and letters.

- *Telephone*: The teacher thinks of a sentence, word or letter. He whispers it into the first student's ear,who then passes it on to the person next in line. The last person writes what he heard on the board. Check for accuracy. For example, the teacher whispers into the first students ear, *It will rain on Friday*. The student then whispers in another student's ear what he or she heard the teacher say and so on…
- *Alphabet Soup*: *For Young Students* - Divide the blackboard into halves and then write the alphabet in random order on each half. Divide students into two lines. On each team, the first student in the line gets an eraser. The teacher calls out a letter or morpheme. The student runs to the board to erase the letter or sounds they hear. Then the next players in line take a turn. Teams get a point for every correct letter erased. This can also be played with words or sentences according to student's level. Note: a morpheme is a vowel + a consonant. Example: am, em, im. om, um

7. True or False
Aim: To listen to sentences and decide whether they are T or F.
Example 1
Prepare a list of statements that could be true or false. Read a few statements. If they are True, ask students to stand up, if they are False, have students wave both hands in the air.

Example 2
Place two chairs at the front of the room, one marked True and one marked False. Divide class into two teams. Have students in each team count off: 1, 2, 3, 4, 5, 6, 7, … Read a statement and then a number. Students whose numbers were called run to the front and sit in the correct chair. Every correct answer gives the team one point.

8. Quiet ball
Aim: To develop listening and speaking skills through student-to-student interactions.
- Tell students that only the person holding the ball is allowed to talk.
- Hold the ball, ask a question, call a student's name, and throw the ball to the student.
- The student catches the ball and answers the question. S/he then repeats the process of asking a question, calling a student's name and throwing him or her the ball.
- If a student doesn't know the answer, she can say, "I don't know, Devotha, what is __?" And throw the ball to the girl she named.

9. Listen and Ask
Aim: To listening attentively to natural speech.
- Model the activity by bringing to class something you would like to talk about, such as a holiday souvenir, a map, a book…. Tell the class something about the object (for a beginning class limit yourself to three statements, for higher-level classes talk for several minutes). For example, show a low-level class some shells from the ocean. Tell them that (a) collecting shells is one of your hobbies; (b) you are interested in collecting shells with different shapes, sizes, and colors; and (c) you have collected shells for 5 years. After that, ask one or two questions about what you have said. For example: "How many years have I collected my shell?"
- Invite the class to prepare three to five *wh*- questions (**Wh**o, **Wh**at, **Wh**ere, **Wh**en and **H**ow) about the object, such as **W**here did you collect your shells? **H**ow many shells do you have? **W**ho collects shells with you? **W**ill you give your shells to us? Answer their questions.
- Instruct the students to think of a favourite or interesting object to bring to class. For each class, choose one or two students as speakers to bring an object (e.g., a poster, a toy, a book, a photo) and talk about it. Ask the speakers to think of something to say about their objects and be prepared to ask the class some **wh** – questions. Encourage them to seek help from you for preparation.
- Invite one speaker to the front of the class to present an object and to ask the class questions (do not worry about accuracy or pronunciation during the presentation, but make a note of any difficulties and deal with them later). After the presentation, give the class a few minutes to plan their questions, and then invite the class to ask the speaker questions. After finishing the activity, the speaker invites one or two classmates to prepare the next day's Listen and Ask.

SECTION 4
TEACHING VOCABULARY

OVERVIEW

Vocabulary words are the building blocks of a language. When teaching new words, first write the word on the board. Have everyone say the word. Then consider doing one of the following:

1. *Show real objects*. If, for example, you are teaching food types, bring fruits and vegetables to class. Let the students hold them and say the new word. Other vocabulary words for which you can bring real objects include clothes, cooking utensils, bicycle parts, garden tools, computer parts, furniture… Remember, if the students can see and touch the object, they are more likely to remember its name.

2. *Show a picture*: Collect pictures from newspapers, magazines or wherever and use them in the class. Have the students hold them and say the associated words. Remember the Chinese Proverb – I hear I forget, I see I remember.

3. *Act out the new word*: If the word is "fall" pretend to fall. If the word is "cut", pretend to cut something. Ask students to do the same.

4. *Word Groups*: Teach words in groups. For example, if you are teaching the word COOK, you can teach other words that relate to COOK such as *bake, fry, boil*, or *grill*. You could also teach *stove, stir, pot, spoon,* or *kitchen*. It is easier for students to remember words if they are grouped into categories.

5. *Teach opposites:* What is the opposite of tall? Big. Fat? Skinny…

6. *Ask students:* Ask the students to provide definitions. Quiz them on the definitions in both Kiswahili and English. Have them quiz each other. The more they use the new words, the better chance they will have to remember them.

GAMES TO PRACTICE VOCABULARY

Here are some vocabulary games you can use with your students. They are appropriate for both primary and secondary school students. They offer students a different way to learn and practice language. When using these games, make sure to write on the blackboard sample sentences that model the language you want them to use.

1. Memory Game
This activity begins with one student. He says a sentence. The next student has to add another new word or phrase to the sentence. The third student has to add another word to the sentence and so on. Anyone who cannot add to the list or makes a mistake in repeating the correct order of the words in the sentence must drop out of the game. The last player remaining is the winner.
For example:
Student 1: I went shopping.
Student 2: I went shopping and bought a jacket.
Student 3: I went shopping and bought a jacket and a cap.
Student 4: I went shopping and bought a jacket and a red cap…

2. Word Association

Students name all the words they know within a verbal category. One student says a word from the category, and then the next student says another word from the category and so on around the class. For the category *classroom*, for example, the game might begin this way:

Student 1: chalk
Student 2: book bag
Student 3: pen.
Student 4: blackboard

3. Expand the Sentence

In this game, students practice placing adjectives in the correct order. The game should be played after students have learned about ordering a series of adjectives in English. The teacher starts by writing a short sentence on the board. Students take turns coming to the board to expand the sentence with a new adjective. They must put the adjective in the right place and then say the sentence aloud. A player who cannot think of an appropriate adjective or puts it in an unacceptable position must drop out. For example:

Teacher:	She bought a jacket.
Student 1:	She bought a black jacket.
Student 2:	She bought a long-sleeved, black jacket.
Student 3:	She bought a long-sleeved, black, wool jacket.

The game continues until the sentence sounds unusual in natural speech. The teacher can then start a new sentence with the students remaining in the game.

4. Five-Step Method

This method is helpful in teaching new vocabulary for instant recognition.

Seeing:	The new vocabulary word is shown on the board in the context of a sentence or a short paragraph.
Listening:	The teacher next discusses the word with students and verifies that they understand its meaning.
Discussing:	Students are asked to create their own sentences using the new word, or perhaps to think of a synonym or antonym for the word. This is done orally.
Defining:	Students try to create their own definitions for the new word. This is often much more difficult than using it in a sentence, and may not even be possible for some words such as *is, the, if, etc.* It is helpful to ask students questions such as "What does this word mean?" or "How do you use this word in a sentence?"
Writing:	List the word in isolation on one side of the board and in the context of a sentence on the other side of the board.

5. What's This/That? Who's This/That?

Form two teams. One student on Team A holds up or touches or points to an object, a picture or a person and asks: *What is this?* He/she then names a student on the other team to answer. If the student on Team B answers correctly, his or her team scores a point. If they do not answer correctly, the student on Team A asks another question.

6. Shopping

Teacher writes on the board: *I went to Bukoba and I bought* ____________.
Each student has to stand in front of the class and fill in the blank space with a different vocabulary word.
Note: There are many variations for this game. Another model is to make it a dialogue between two students.
Student 1: My father went to town.
Student 2: What did he bring back?
Student 1: He brought back a(n)______________.

7. Going Away

This is a chain activity. Each student has to say the sentence of the student before him or her as well as add a new word. For example:

Student 1 says: *I am going to Dar and I shall bring a suitcase.*
Student 2 says: *I am going to Dar and I shall bring a suitcase and a sweater*
Student 3 says*: I am going to Dar and I shall bring a suitcase, a sweater and a* ___________
Student 4 says*: I am going to Dar and I shall bring a suitcase, a sweater, a* ___________ *and a*_____________.

8. Odd One Out
Students pick out the word in a group that doesn't belong:
Example 1: *table, chair, desk, bed, horse* (Horse does not belong)
Example 2: noun, adjective, verb, article, pronoun (Verb does not belong)

9. Guessing Game

1. The teacher teaches new vocabulary words.
2. Then the teacher writes all new vocabulary words on individual pieces of paper and puts them all in a bag.
3. One student comes to the front of the room and takes a piece of paper from the bag.
4. Other students have to guess the vocabulary word.
   For example:
   Student 1: *Is it a word for food?*
   Student 2: *No, it is not a word about food.*
   Student 1: *Is it a word about furniture?*
   Student 2: *Yes it is a word about furniture.*
   Student 1: *Is it sofa?*
   Student 2: *Yes it is sofa.*

SECTION5
TEACHING READING

It is not enough to give your students a book and tell them to read. They need to learn how to become critical readers. A critical reader can 1) read and comprehend a text and 2) analyze and evaluate the new information and be able to use/apply it. Guided reading activities are useful in helping students become critical readers. Here are four steps for developing a guided reading activity.

STEP 1: PREPARATIONS

Before conducting the reading activity, the teacher should pre-read the story and

1. Make a list of any vocabulary words that that will cause problems for the students.
2. Write *Knowledge Questions* for the students to answer about the reading selection. *Knowledge Questions* generally require the student to repeat factual information they read in the text. For example, a *Fill in the blank* comprehension question for Hawa the Bus Driver would be , Hawa lives in -__________.

   The answer is Dar es Salaam.

   When writing *Knowledge Questions*, consider using the following question formats:
   - *Fill in the Blanks*: Mary has _______ brothers.
   - *True/False*: Mary has 7 brothers.
   - *Question/Answer*: How many brothers does Mary have?
   - Note: *Fill-in and Blanks* and *True/False* are often easier to answer than the *Question and Answer* format. It is a good idea to start with easier questions and gradually make them more difficult.

STEP 2: PRE-READING ACTIVITIES

Conduct these activities with the students before reading the text.

1. Tell the students a little bit about the reading selection and ask them what they might expect to read about. For example, if you are going to read *Hawa the Bus Driver,* tell them that they will read about a woman who drives a bus for a living. Ask them questions that encourage them to think about the topic. For example:
   - Have ever seen a woman driving a bus?
   - What problems might Hawa have when driving the bus?
   - What do you think people will say about a woman driving a bus?
2. Teach any new vocabulary words that the students may not know. Provide the definitions in both English and KiSwahili. Don't worry if they don't know all of the new vocabulary in the reading selection. Part of reading involves looking for context clues to help define the new words.
3. Write the *Knowledge questions* on the board. Review the questions so that everyone understands them. Have the students copy the questions into their notebooks.

STEP 3: READING ACTIVITIES

Students silently read the text and answer the questions in their books. While the students answer the questions, walk around the room and check their work.

STEP 4: POST-READING ACTIVITIES

1. Review the answers to the *Knowledge Questions*. This can be done orally or students can come to the board and write the answers.
2. After the *Knowledge questions* are answered, ask one or two more questions that require the students to use upper level thinking skills to formulate an answer. *Upper Level Questions* require the student to evaluate and/or apply the new information they have read about. Examples of *Upper Level Questions* for a science class on agriculture are as follows:
   - *Comprehension Questions:* Jumbled Sentence Activity - The teacher writes a summary of the story that the students read. The summary is five to eight sentences long and does not use the same language as was in the reading selection. The teacher then mixes up the order of the sentences. The students have to put the sentences into the correct chronology. For example,

-If it doesn't rain, they water the garden.
-Many people plant during the rainy season.
-After that they remove the weeds.
-Then they put the seeds a quarter of an inch beneath the surface.
-First they dig up the soil.

- *Application Questions and Answers:* These involve having the students *use* the new information they read about. For example, According to the chapter we read on agriculture, what is the best way to have a successful garden? This question asks students to apply the new information.
- *Analysis Questions and Answers*: These require students *to evaluate* the new information they read about. For example, Which is the best technique for planting bananas – 1) Digging a hole, filling it with manure and then placing the banana tree on top or 2) Putting the tree in the ground, covering it with soil and then putting the manure on top. Explain why one method is better than the other. Note: For more information on upper level thinking questions see *Behavioral Objectives* in the next section.
- *Other Activities:*
    - Have students summarize the story in one word. They must give reasons for their one word summary.
    - Have students retell the story using their own words.
    - Have students draw a picture or a diagram that explains the story.
    - Have students write a new title for the story and explain why they selected the new title.

SECTION 6
LESSON PLANNING

HOW TO STRUCTURE A LESSON

When structuring activities for an English class, consider the following:

1. **Review:** At the beginning of the class have students answer questions about the topic covered in the previous session. This "warms-up" the students and allows them to ask any questions they may have about the topic.

2. **Present:** The teacher presents the new information for the students to learn. The main purpose of this activity is for the teacher to teach new information on a specific subject. Sample activities include lectures, review of visual aids, and demonstrations.

3. **Guided Practice:** The students practice the new information the teacher presented. The teacher closely monitors the students' work. In these activities the teacher provides practice activities for the students to complete individually or in small groups. These include board work, handouts, and book work. Formats for practicing the new information include drills and dialogues, multiple choice questions, true/false questions, fill in the blanks questions, cloze procedure activities (for additional ideas see the section on *Practicing Grammar*.)

4. **Independent Practice:** These activities enable students to practice what they have learned in an unstructured activity. These can be done individually or in groups. Examples include written work, role plays, interviews, and information gap activities.

5. **Evaluation:** Asking questions helps the teacher to determine if the students comprehend the new topic. It helps students clarify any questions. It facilitates student mastery of the new information.

6. **Homework Assignments**: Don't leave explaining homework assignments to the last minute. Give yourself time to prepare your students for the work they will do outside of class. When they understand what is required of them, they have a better chance of succeeding. Homework should reflect the work done in class.

Note: All of the above activities are not to be completed in one class period. It may take two days, one week or more to complete all of the above.

BEHAVIORAL OBJECTIVES

Every lesson plan should have one or more behavioral objectives. A behavioral objective describes what the student should be able to do after participating in the lesson. A behavioral objective contains the following five components:

S	Specific – The objective clearly spells out exactly what knowledge or skill the students will master.
M	Measurable – The objective provides standards for student success which can be measured and graded.
A	Attainable – The objective is achievable.
R	Realistic – The teacher does not attempt to cover too much information but provides learning that can be accomplished within a set period of time.
T	Time based – The teacher identifies the period of time needed to accomplish the objective.

For example, the following objective is SMART:
By the end of two periods, the students will be able to correctly write 10 sentences using the future perfect verb tense.

1. It is specific - it identifies the learning to be accomplished: *correctly write sentences using the future perfect verb tense*
2. It is measurable – *the students must write 10 sentences correctly*.
3. It is attainable – *students can write 10 sentences in 80 minutes*.
4. It is realistic – it does not require learning that is above and beyond student abilities.
5. It is time based – the students must accomplish the objective in two class period.

SEQUENCING BEHAVIORAL OBJECTIVES

Behavioral Objectives can be used to prescribe simple or complex learning. The teacher should sequence learning activities so that they start off with easy tasks and progress to ones that are more complex. Benjamin Bloom, a psychologist and educator, developed a way to sequence educational objectives. He identified six major classifications of objectives. These start with tasks which require simple learning and move on to tasks which require more complex learning. The simple learning objectives start with basic Knowledge and then move to Comprehension, Application, Analysis, Synthesis, and Evaluation. Basic Knowledge is simply memorizing the new information. However, memorization is not the end goal of any educational activity. The students also need to be able to use the new information to problem solve and critically think about related issues. When writing behavioral objectives use the following three steps:

1. First write, *By the end of the class, the students will be able to*_________
2. Then use one of the following verbs to describe the action they will do.
   Knowledge verbs: define, describe identify, label, list, match, name, outline, reproduce, select, state, write, list, label, locate information
   Comprehension verbs: convert, defend, distinguish, estimate, explain, extend, generalize, give examples, infer, paraphrase, predict, rewrite, summarize, give an explanation for, in your own words describe, draw a picture of, predict.
   Application verbs: change, compute, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use, develop a plan for, propose a solution,
   Analysis verbs: break down, diagram, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, point out, relate, select, separate, subdivide, break into parts, clarify, identify the issues
   Synthesis verbs: categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write, invent
   Evaluation verbs: appraise, compare, contrast, describe, discriminate, explain, interpret, relate, summarize, support, conclude and support that conclusion, select the best way and tell why, criticize, make a choice and justify the decision

3. Then write the learning to be accomplished by the students. For example:
   - By the end of the class, students will be able to differentiate between simple past and past continuous verbs by reading 10 sentences and identifying the verbs as simple past or past continuous.
   - By the end of the class, students will be able to change 10 sentences containing simple past tense verbs to 10 sentences which contain past continuous verbs.

THE THREE PRONGED LESSON PLAN FORMAT

This lesson plan format clearly outlines all of the steps for the teacher and the students to follow during the lesson, including

- What knowledge or skill the students needs to master.
- What activities the teacher needs to do to present the new knowledge or skill.
- What actions the students need to do to learn the new knowledge or skill.

Sample Lesson Plan--

SESSION TITLE: LIBRARY ORGANIZATION: THE DEWEY DECIMAL SYSTEM		
Materials to be used: Library books in the library		
Behavioural Objective By the end of two class periods, students will be able to 1) draw a map of the school library that identifies the 9 different subject areas contained in the library and 2) identify the Dewey Decimal numbers associated with each subject area.		
KNOWLEDGE/SKILL STUDENTS ARE TO MASTER	**TEACHER BEHAVIOR FOR TEACHING THE KNOWLEDGE/SKILL**	**STUDENT BEHAVIOR FOR LEARNING THE KNOWLEDGE/SKILL**
1. Identify the difference between fiction and non-fiction books.	1. Explain the differences between fiction and non-fiction through the following examples: Rambo, biology, Hawa the Bus Driver, Dodoma. Discuss each example. Ask students if the example is fiction or non-fiction.	1. Students say *Not True* for fiction and *True* for non-fiction.
2. Define the Dewey Decimal Classification system for books used in the school library.	2. Explain that libraries all over the world classify books using the Dewey Decimal Classification System. Write the following classifications on the board: Maths – 510, Physics – 530, Chemistry – 540, Biology – 570, History – 909, Geography – 910, Civics - 320, English – 420, Kiswahili – 490	2. Students write the classifications in their notebooks.
3. Locate the Dewey Decimal call number on a book and identify the subject it represents.	3. Show students where the Dewey Decimal Call Number is located on a book. Have students come to a table where there is a pile of books and locate the call number and identify the subject it represents.	3. Individual students come to the table and 1) point to the call number on a book and 2) identify the subject area it represents.
4. Locate different subject area groupings in the library.	4. Explain that the library is organized by subject areas. Ask students to walk around and prepare a map of the library which contains subject area locations and Dewey Classification numbers.	4. Students draw a map of the library containing subject area locations and Dewey Classification numbers.
Homework: Draw a finished copy of the library map. Copies will be placed on display in the students' classroom.		

SECTION 7
NONFORMAL EDUCATION (NFE) ACTIVITIES

I hear, I forget
I see, I remember
I do, I understand
Chinese Proverb

Most primary, secondary and university educators use formal education activities. These include lectures and note taking. Although these methods are a useful way to transfer information, they do not give students opportunities for practising new knowledge. NFE activities are designed to help students begin to communicate in a second language. With NFE activities, students not only *see* and *hear* the new information, they also *use* it through communicative activities.

ICE BREAKERS

Ice breakers help students feel comfortable with each other and their new learning environment. Use icebreakers the first few days of class to help everyone get to know one another.

Icebreaker for the first day of class
Take the new group of students outside. Bring a small ball. Have students first say their name and then the name of another student in the group. As they say the name of the other student, they throw the ball to that student. Continue activity until students begin to remember each other's names.

Icebreaker to remember names
The first student says his/her name, the second student has to repeat the previous name and add his/hers and so on. Finally the teacher repeats all of the names.
To make it more fun - the students not only say their names but also have to add a movement. e.g.:
My name is Tom. (he coughs a bit)
His name is Tom (cough) and my name is Joe (claps his hands).
His name is Tom (cough), his name is Joe (claps his hands), and I'm Sue (she stamps her foot once) . . .
Finally the Teacher has to repeat all the names and movements. (Pole mwalimu)

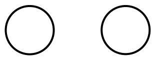
Icebreaker to learn about your fellow students
- Pair-off students. (Have them count off 1, 2, 1, 2, 1, 2…) Pair ones with twos.
- Have them work together to find out as much about each other in five minutes as possible. Note: To help this activity along, write the questions students are to ask one another on the board. Example: Where do you live? How many brothers/sisters do you have? What are their names? … Each student then introduces his/her partner to the rest of the group. He/she tells their name and the personal information gathered in the interview.

ENERGIZERS

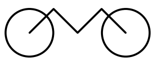
Energizers are 5 to 10 minute activities that encourage students to communicate with one another. Use them when students are tired or when there is little time to develop a class-long activity. Here are 14 energizers to try with your students:

1. *What is it?*

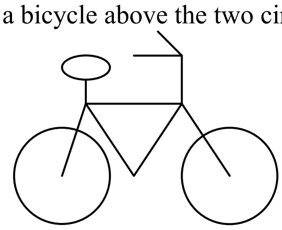
- Draw a circle on the board. Ask students *What is this?* Get as many answers as possible. Example - the sun, an orange, a ball…
- Draw another circle close to the first circle. Ask students what it is now? Two balls, two oranges, eyes…



- Connect the two circles. Ask students what it is now? Keep adding parts to the picture.



- Finally, draw handlebars of a bicycle above the two circles. . Ask students what it is now.



Note: This works for any drawing that is done in parts: tree, boat, car, house, school, mosque…

2. *Sing a song*

Sing a song in English. Try this one:

Hokey Poke Song

Directions: Participants stand in a circle. While they sing the song, they must do the actions described. The first verse goes like this:

You put your RIGHT FOOT in
You put your RIGHT FOOT out
In, out, in, out
Shake it all about
You do the hokey-pokey (wiggle waist)
And you turn around
That's what it's all about!

Note: With each new verse, substitute a different body part for '*right foot.*' Use - left foot, right arm, left arm, head, and whole self…

3. *Simon Says*

- All students stand and follow the teacher's instructions. For example, if the teacher says, *Simon says put your hands on your head,* the students must put their hands on their heads. If the teacher says, *Simon says look at the roof,* the students must look at the roof…
- Students who do not follow instructions must sit down. Do the activity until only 5 or 10 students remain.

4. *Family members*

Prepare pieces of paper for all of the students in the class. On each piece of paper write one name of a family member: *Mother, Father, Sister,* and *Brother*. Give each student a piece of paper and ask everyone to walk around the room. As they walk around they should ask each other, "Who are you?" Explain that when you call out, "*Family Reunion*," everyone should try to form a family group as quickly as possible. Each family group must contain only four people - *Mother, Father, Sister,* and *Brother*.

Variation: Instead of using family names, use animals or fruits or vegetables or parts of speech...

5. Banana game

The students stand in a circle with their hands behind their backs. One student stands in the middle of the circle. The teacher walks around the outside of the circle and secretly puts a banana into one student's hand. The students then secretly pass the banana behind their backs. The job of the student in the middle is to study the other students' faces and identify who has the banana. When the student in the middle thinks he or she knows who has the banana, s/he says: *Stop. I think _____ has the banana.* If the student in the middle guessed successfully, the student who had the banana has to go to the middle of the circle and the game continues.

6. Find someone wearing...

Ask students to walk around the room. After a short while, the teacher shouts out "Find someone wearing a watch." The students have to rush and stand close to the person described. Repeat this exercise several times using different types of clothing.

7. Blindfold pairs

An obstacle course is set out on the floor for everyone to look at (Note: An obstacle course is a path with barriers in the way. Tables and chairs can be used as barriers.) Students split into pairs. One person then volunteers to go through the obstacle course. He/She then puts a scarf around his/her eyes. The other member of the pair now gives directions to his/her partner to help him/her safely walk through the obstacles.

Note: Practice vocabulary for giving instructions prior to playing the game: *Turn left, turn right, stop, go forward…*

8. I like you because...

Ask students to sit in a circle and say what they like about the student sitting on their right. They can use the following structure: *I like you because* ______________________ Before starting, give them time to think about what they are going to say. For example: Student 1 might say, *I like you because you are smart*. Student 2 might say, *I like you because you are a good football player.* Student 3 might say, *I like you because you are tall…*

9. Get up, sit down!

Give each student a number (several students could have the same number) Then tell a story that involves lots of numbers. When you say a number, the students who have that number stand up.

Variation: Instead of numbers, use vocabulary words as cues to stand up or sit down.

10. Gossip

Students sit in a circle. The teacher thinks of a message to be whispered from one student to the next, such as, "I'm going to go to the market to buy some bananas and mangos tomorrow morning." Whisper this message to the person sitting on your right. That person then whispers the same message to the person on their right and so on. Once the message has been passed around the circle, ask the last person to say the message aloud. Compare the final message with the original version.

11. What is the adverb?

One student leaves the room and the others choose an adverb; for example, 'quickly' or 'sleepily'. When the leaver returns, s/he must find out what the adverb is by commanding people to do various actions in the way the adverb describes. For example, if the leaver says, "Talk that way," the person must talk 'quickly' or 'sleepily'. After each command, the participant tries to guess the word.

12. Talking object

Students sit in a circle. An object is passed around the circle. The person who receives the object has to speak English continuously until his/her neighbor decides to take the object. S/he does not have to use sentences. S/he can simply say words in English.

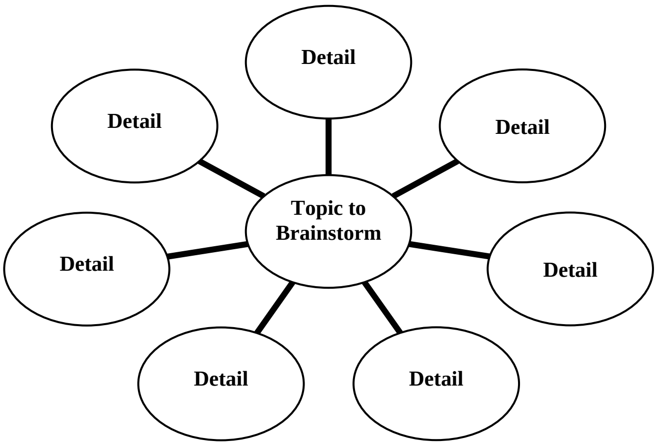
13. Shopping list

The group forms a circle. One student might start off by saying "I am going to the market to buy fish." The next student then repeats what the first person said and then adds a new word: "I am going to the market to buy fish and __________." Each student repeats the list and then adds a new item.

14. Reflecting on the day
Make a ball out of paper. Ask the students to sit in a circle. They are to throw the ball to each other. When one person has the ball, he/she has to say one thing he/she thought about the day. For example: *Today was hot. Today was fun. Today was nice because it rained*.

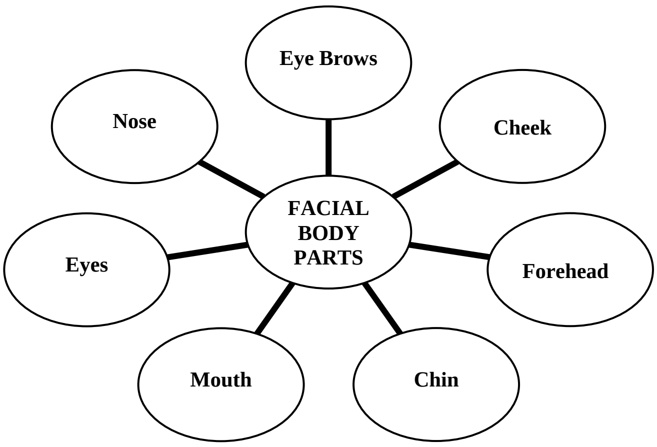
BRAINSTORMING

The aim of brainstorming is to get students to give the teacher as much information as they know about a topic that they are about to study or to review. As the students supply the information, the teacher writes it on the blackboard. The teacher and the students then discuss the details. Below is a sample format for brainstorming:



Brainstorming to introduce nouns
The teacher tells the class to call out as many words as they know about things they might find at home. Teacher writes the words supplied by the students on the blackboard. After all students have supplied at least one word, the teacher then discusses that nouns are *people, places,* or *things*. The teacher then asks students to identify which of words are people, places or things.

Brainstorming to review vocabulary
The teacher tells the class to call out as many vocabulary words they know about a specific topic, e.g., clothing, verbs, colours… The teacher writes the words supplied by the students on the blackboard. After all students have supplied at least one word, the teacher then discusses and perhaps adds a few words. Example:



Brainstorming to review any subject
Have the students list as many details as they can remember about any subject they have studied. Write them on the board. Have students discuss the details. The teacher should add any information the students left out.

DEMONSTRATIONS

Demonstrations help students to see and perform an action while using language to describe the action. For example:

Step 1: The teacher reviews 1) vocabulary about food, and 2) the *present continuous verb tense* to describe actions done when cooking, Examples: *I am cooking food. I am cutting a pepper. I am peeling an onion. I am dicing an onion, I am boiling water…*

Step 2: The teacher then performs the actions with real fruit and vegetables. While performing the action, the teacher uses the new vocabulary and verb structures. The students watch and ask questions.

Step 3: The students perform the actions while using the new vocabulary and verb structures.

Step 5: Everyone eats!!!

Many different actions can be done as demonstrations. For example, How to tie a kitenge around your waist, How to play basketball, How to turn on a computer, How to make a ball with plastic bags…

ROLE PLAY

Role plays get students to practice language while acting out real-life situations. Roles may be set up by the teacher, or the students may make up their own role plays. The teacher or students can bring real objects from home to use in the role play. Examples of role plays:

1. One student has lost a bag. He/She is at the Police Station reporting it to the police. The other student is the police officer and asks for details.
2. Student 1 is a farmer. Student 2 is a reporter for the newspaper. Student 2 asks Student 1 about his/her daily routine. (What time do you get up? What do you plant? When do you plant the crops? When do you harvest?)
3. One student is selling vegetables in the market. The other student wants to buy the food and wants to know the prices.
4. One student works in a clothing store. The other student wants to buy a dress or pants and wants to know the prices. They argue over the prices.
5. One student works at a restaurant. The other student wants to see the menu and order food.
6. Two students want to travel to Nairobi. They go to buy tickets. They need to know what time the bus leaves and how much the tickets are? They ask a third student about departure times and prices.

NOTE: When doing role plays, write key vocabulary words on the board.

SECTION 8
VISUAL AIDS

A picture is worth a thousand words. Make your classroom a learning experience with or without a teacher. Here's how -

1. **Markers and Flipcharts:** Use markers and flipcharts to make pictures, charts and vocabulary lists for the wall. Put them on the wall and leave them there for the year.

2. **Realia:** Use classroom and household items to teach basic vocabulary words. For example: Hold up a spoon and say, "What is this?" Students respond, "That is a spoon." Pass the spoon around. Let everyone touch it while saying the word. Whenever possible you should bring in real objects as visual aids. They are effective not only in teaching vocabulary, but also for use in dialogues.

3. **Finger Puppets:** Finger puppets are pictures of small heads of people. You fit them over two or three fingers by means of a looped string. To make them durable, glue the pictures on heavy paper. The pictures can be drawn, taken from magazines or even from photographs of students or people from the community. These puppets are great for dialogues. Use the puppets to model what you want the students to do. Have students repeat dialogues using the puppets.

4. **Display Visual Aids:** Draw visual aids on flipchart paper or rice bags. Put string around the room. Hang the pictures from string using clothes pegs.

On the following pages you will find different examples of visual aids:

Part I: Visual Aids for 1) *Parts of Speech*, 2) *Verb Tenses* and 3) *Question Words*.

Part II: Visual Aids to enhance thought processes.

8 PARTS OF SPEECH

PRONOUNS
Take the place of nouns
Subject Pronouns - I, you, he, she, it, we you, they
Object Pronouns - me, you, him, her, it, us you, then
Possessive Pronouns my/mine, your/yours, his, her/hers, our/ours, their/theirs
Relative Pronouns - who, whom, which , that

ADJECTIVES
Tell us about nouns. Put them before the noun.
He is an *old* man.
She is a *beautiful* woman

ARTICLES
-They describe singular nouns
-There are two types-definite: *the*
-*The* boy is Paul. (There is only one Paul.)
Indefinite: *a* or *an*
-*A* bird flew over the house.
-He wants *an* axe. (not one specific bird or axe)

NOUNS
People - man, woman
Places - village, Bukoba
Things - ball, ruler
Animals - cat, dog, bird

VERBS
Action words - run, jump, think…
Three tenses -
Simple: I think, I thought, I shall think
Continuous: I am thinking, I was thinking, I shall be thinking
Perfect: I have thought, I had thought, I will have thought

INTERJECTIONS
Tell a strong emotion
Examples Oh, Ah, Hey, Wow!
Oh, I am late!!

ADVERBS
-End in ly or other forms-
-Tell about verbs-
She walks *slowly.*
-Tell us about adjectives-
He is *very* tall.
-Tell us about adverbs-
He walks *very slowly.*

PREPOSITIONS
Help to tell about place, time…
Examples:
In, at, on, under, above, along with, to, at, for…

SIMPLE VERB TENSE

Present
I walk.

Past
I walked.

Future
I shall walk.

CONTINUOUS VERB TENSE

Use am, is, are, was, were, or will be + ing verb

Present
I am walking.
Past
I was walking
Future
I will be walking.

VERB TENSES

PERFECT VERB TENSE

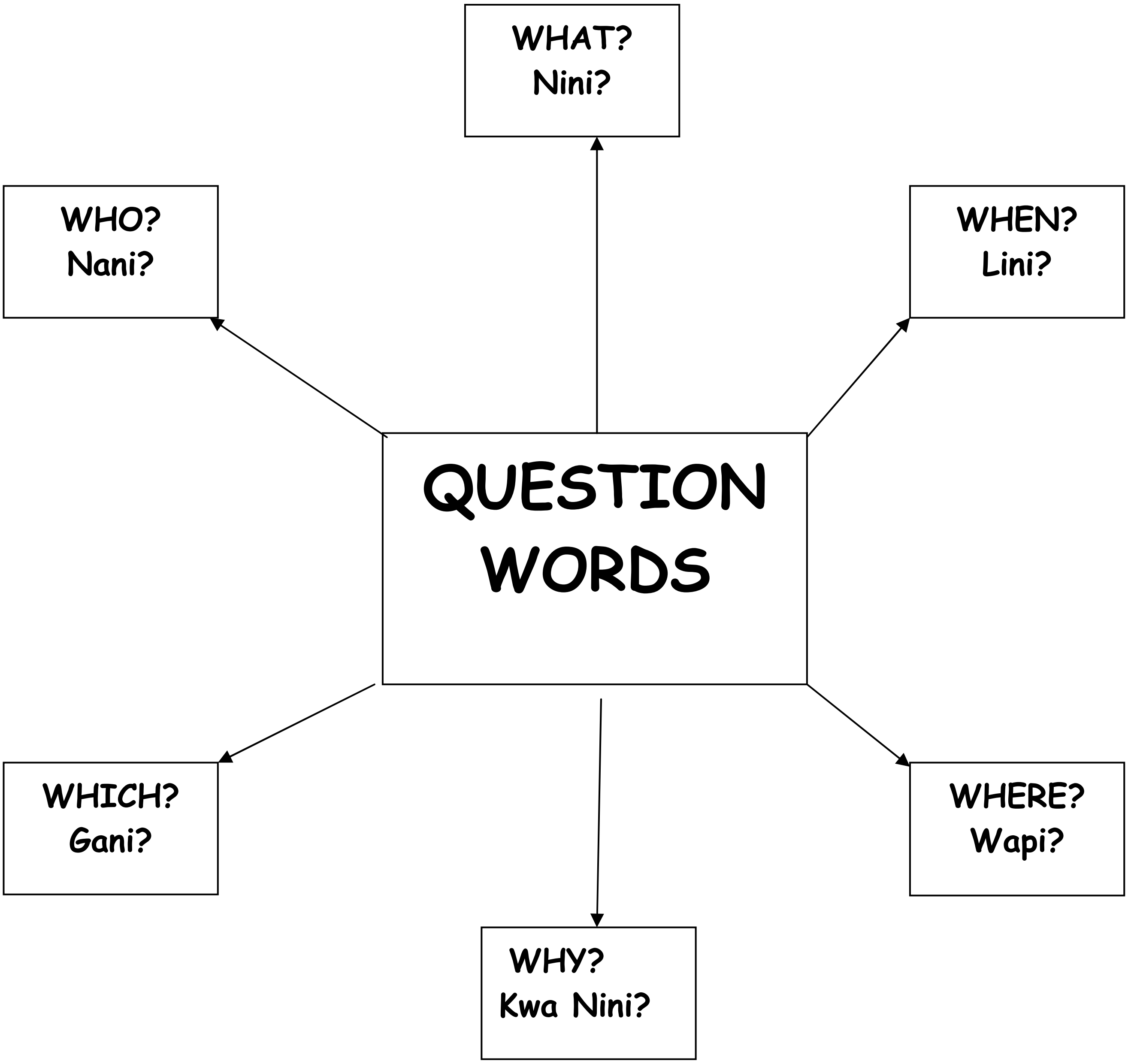
Use have, had or will have + past participle verb

Present
I have walked.
Past
I had walked.
Future
I shall have walked.

PERFECT CONTINUOUS VERB TENSE

Use have, had or will have + been + ing verb.

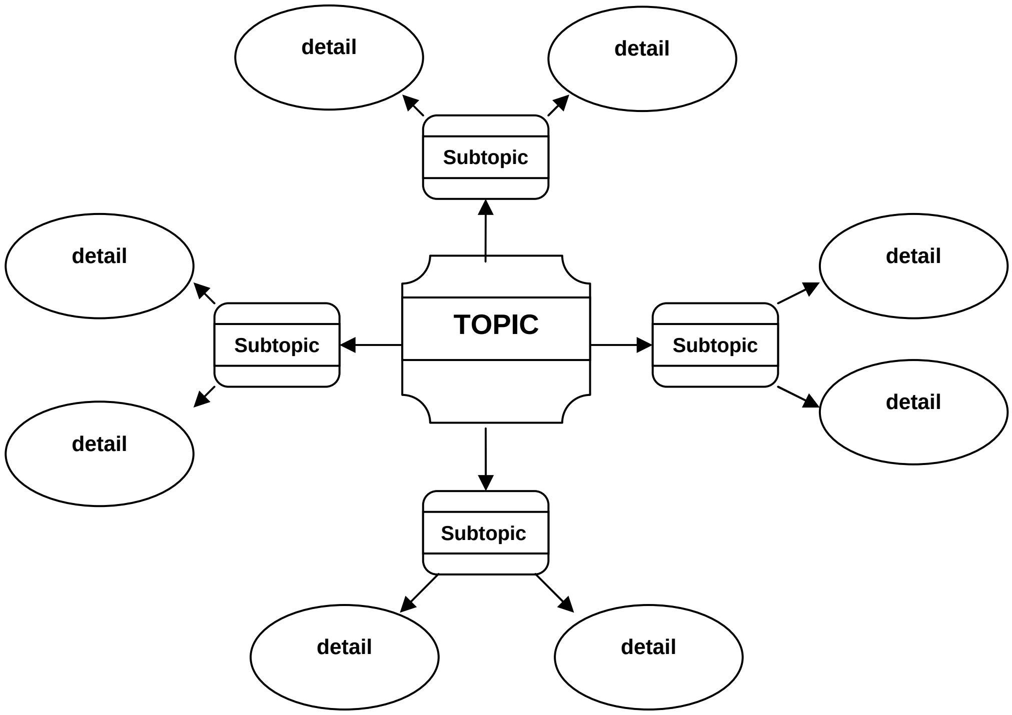
Present
I have been walking.
Past
I had been walking.
Future
I shall have been walking.


WHAT?
Nini?
WHO?
Nani?
WHEN?
Lini?
QUESTION
WORDS
WHICH?
Gani?
WHERE?
Wapi?
WHY?
Kwa Nini?

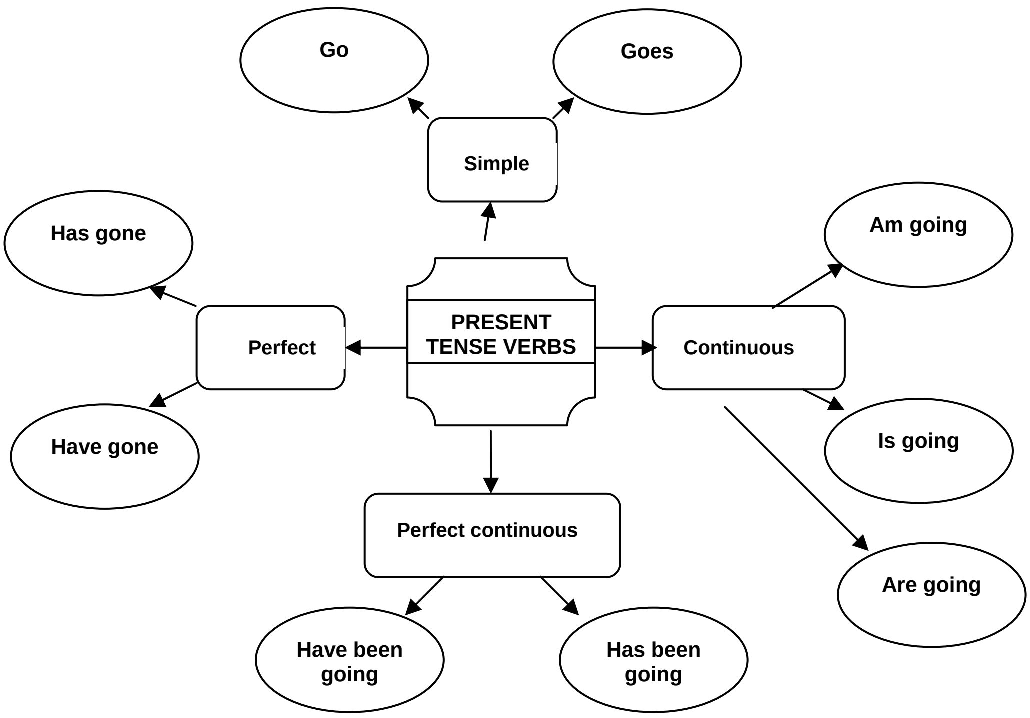
PART II

VISUAL AIDS FOR THOUGHT PROCESSES

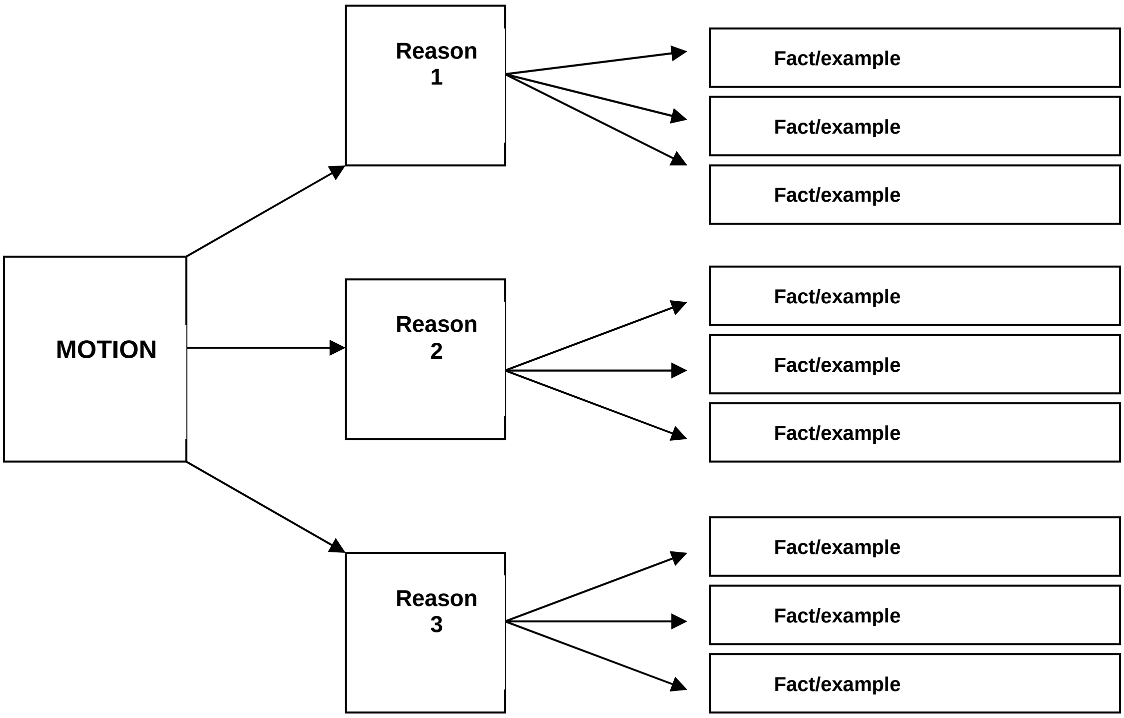
1. Word Webs: Word Webs provide a visual outline of the topic to be studied.



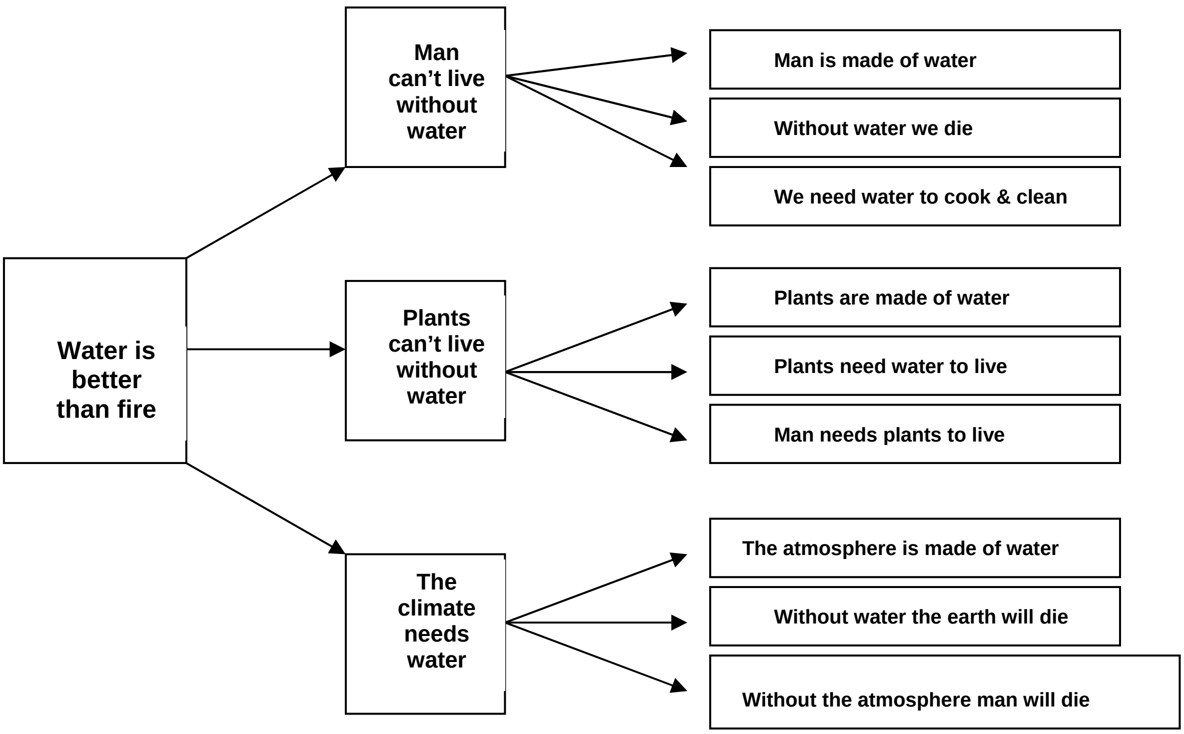
Word webs can be used for any topic. Examples include grammar, literature, science, civics… Below is a word web for present tense verbs.



2. **Persuasion Maps:** These are used to help students make an argument with supporting details. This is especially effective for debate.



Example



3. **Time Lines:** These help students understand the chronological order of events. Write the earliest dates on the left. Beneath the date add important details.

School Starts January 2010	**Easter Holiday April**	**Mid-Year Holiday June**	**Holiday September**	**School closes December**

4. **Outlining Events in a Chronological Order:** This chart can be used for any activity that can be explained chronologically, that is step by step.

TOPIC:
First,
Second,
Next,
Next,
After that,
Finally,

The example below is for how to travel from Rubya to Bukoba on a dala dala. You can, however, outline almost any activity: how to run a computer, how to make bread, how to study for exams, the history East Africa, maths problems…

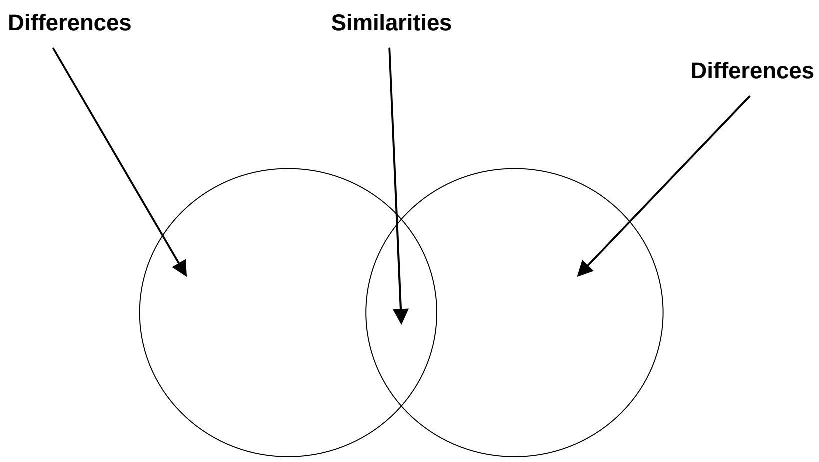
TOPIC: HOW TO TRAVEL FROM RUBYA TO BUKOBA ON A DALA
First, go to Rubya Hospital and wait for the dala next to Felician's Store.
Second, when the dala arrives, take a seat.
Next, ride on the dala to Muleba. Do not get off in Nshamba.
Next, in Muleba ask for the dala to Bukoba. These are generally located closest to the main road.
After that, get on the dala and wait to go.
Finally, travel to Bukoba and enjoy the view.

5. **Qualities of a Character in Literature:** Fill in this chart with your students to identify key aspects of the characters in a poem, short story, or novel.

Name of book:
Author:

Character's Name	**Character's Physical Appearance**	**Character's Qualities/Personality**

6. **Compare Two Characters In A Story or Novel:** Draw two overlapping circles on the board. Discuss character differences and similarities with students. Where the circles over lap, write the two characters' similarities. Where the circles are separate, have students write the characters'differences. When identifying similarities and differences, have students discuss each character's physical characteristics, attitudes about life, beliefs, emotions, religions, and behaviours.



7. **Transform Charts Into Paragraphs:** Write the uncompleted paragraph below on the board. Have students use the information they acquired from charts 5 and 6 (see previous page) to fill in the paragraph below. Tell students that when identifying similarities and differences, they should consider the characters' physical characteristics, attitudes, beliefs, emotions, and behaviours.

1. **There are many difference and similarities between the two characters in the story.**

2. **Character X and Y are similar in the following ways.**

3. **First, they both share similar (Select 1 of the following: *physical characteristics, attitudes, beliefs, emotions, behaviours …*). X is ____. Y also has similar (*physical characteristics, attitudes, beliefs, emotions, behaviours…*) He/She is ________. ____.**

4. **Second, they both have the same (Select 1 of the following: *physical characteristics, attitudes, beliefs, emotions, behaviours …*). X is ____. Y also has (*physical characteristics, attitudes, beliefs, emotions, behaviours…*) He/She is ______________ ____.**

5. **They also share (Select 1 of the following: *physical characteristics, attitudes, beliefs, emotions, behaviours …*). ____.**

6. **However, they are different in their (Select 1 of the following: *physical characteristics, attitudes, beliefs, emotions, behaviours …*). X is____________ ________ ___________________________ while Y is ____.**

7. **They also differ in their (Select 1 of the following: *physical characteristics, attitudes, beliefs, emotions…*). X is ____ ____________and Y is ____.**

8. **The author uses these similarities and differences teach the reader about ________________________________ ____________________________**

SECTION 9
75 THINGS TO TRY IN AN ENGLISH CLASSROOM

From Hall Houston's *Random ESL Idea Generator*
www.hallhouston.com

Want to get your students to speak? Feeling adventurous? Here are 75 different things you can try in an English Language Class. Good luck!

1. Alter the pacing of your class. If you rush through your class at full speed, slow things down and take time to ask your students personal questions based on the materials you are using. If you tend to proceed at a snail's pace prepare some additional activities and push yourself to accomplish more than you usually do.

2. Ask a student to demonstrate a dance, and assist the student in explaining the movements in English.

3. Ask students to name as many objects in the classroom as they can while you write them on the board.

4. Ask students to present to the class a gesture that is unique to their own culture.

5. Ask students to write one question they would feel comfortable answering (without writing their name) on an index card. Collect all of the index cards, put them in a bag, have students draw cards, and then ask another student the question on that card.

6. Ask your students if there are any songs running through their heads today. If anyone says yes, encourage the student to sing or hum a little bit, and ask the others if they can identify it.

7. Assign students to take a conversation from their course book that they are familiar with and reduce each line to only one word.

8. At the end of class, erase the board and challenge students to recall everything you wrote on the board during the class period. Write the expressions on the board once again as your students call them out.

9. Begin by telling your students about an internal struggle between two sides of your personality (bold side vs. timid side OR hardworking side vs. lazy side), providing a brief example of what each side says to you. After a few minutes of preparation in pairs, have students present their struggles to the class.

10. Bring a cellular phone (real or toy) to class, and pretend to receive calls throughout the class. As the students can only hear one side of the conversation, they must guess who is calling you and why. Make the initial conversation very brief, and gradually add clues with each conversation. The student who guesses correctly wins a prize.

11. Bring a fork, knife, spoon, bowl, plate and chopsticks (if you have them) to class and mime eating some different dishes. Let students guess what they are. Then let your students take a turn.

12. Bring an artefact from the student's culture to class, and ask them questions about it.

13. Bring in some snacks that you think your students have not tried before, and invite the students to sample them and give their comments.

14. Call on a student to draw his or her country's flag on the board, and then teach him or her how to describe the flag to the class (It has three stripes...).

15. Choose one topic (food, sports) and elicit a list of examples (food: chicken, pudding, and rice). Then have your student come up with the most unusual combinations of items from that list (chocolate beef or wrestling golf).
16. Collaborate with your students on a list of famous people, including movie stars, politicians, athletes, and artists. Have every student choose a famous person, and put them in pairs to interview each other.
17. Come to class dressed different than usual and have students comment on what's different.

18. Copy a page from a comic book, white out the dialogue, make copies for your class, and have them supply utterances for the characters.

19. Copy pages from various EFL textbooks (at an appropriate level for your students), put them on the walls, and have students wander around the classroom and learn a new phrase. Then have them teach each other what they learned.

20. Copy some interesting pictures of people from magazine ads. Give a picture to each student, have the student fold up the bottom of the picture about half an inch, and write something the person might be thinking or saying. Put all the pictures up on the board, and let everyone come up and take a look.

21. Describe something observable in the classroom (while looking down), and tell students to look in the direction of what you described.

22. Draw a map of your country or another country that your students know well. By drawing lines, show students where you went on a trip, and tell them about it. Then call on several students to do the same. The trips can be truthful or fictional.

23. Draw a pancake shape on the board, and announce that the school will soon be moving to a desert island. Invite students one by one to go to the board and draw one thing they would like to have on the island.

24. Draw a party scene on the board, and invite students to come up and draw someone they would like to have at the party.

25. Empty a bag of coupons onto a table, and have students find a coupon for a product for which they have no need.

26. Experiment with how you write on the board, altering your writing style, the size of the letters, the direction you write, and the colour of the chalk/pens.

27. Explain to your students what it means to call someone a certain animal (dog, pig, and fox) in English, and then ask them what these mean in their languages.

28. Fill the board with vocabulary your students have encountered in previous classes (make sure to include all parts of speech), and have them make some sentences out of the words.

29. Find out what famous people your students admire, and work together with the class to write a letter to one of them.

30. Find out what your students are interested in early on in the semester. Go to the Internet from time to time to collect articles on these subjects for students to read during the class period.

31. Have your students write on a slip of paper the name of one book, CD, or movie that changed them in some way. Collect the papers, call out the titles, and ask the class if they can guess who wrote it. Finally, let the writer identify him or herself, explaining his or her choice.

32. Give each student a piece of chalk and tell him or her to fill the board with pop song lyrics. Then put them in pairs, and have them use the words on the board to create a new dialogue.

33. Give students a reward (such as a candy or a sticker) each time they take the artificial language in your textbook and turn it into an authentic question or comment about someone in the class.

34. Hand a student a ball of yellow yarn. Have him toss it to another student, while saying something positive about that student and holding onto the end of the yarn. Continue in this manner until there is a web between all the students.
35. Hand each student an index card, and tell them to write down a sentence that includes an error they have made this week, along with the correct version of the sentence. Next, tape all of the index cards on the board for students to look over.
36. Hang up four different posters (example - one of a world map, one of a famous singer, one of a flower, and one of Einstein) in the four corners of your room. Tell students to choose one corner to stand in, and talk about why they chose that poster.

37. Have each student make a list of the five most useful phrases for tourists visiting an English-speaking country.

38. Have students come to the board one by one and draw a poster for an English-language movie (without the title) they think the other students have seen. Let the other students guess which movie it is.

39. Hire a musician (flute? harmonica? banjo?) to play for a few minutes of your class period.

40. In small groups, have your students design a billboard for something other than a product (wisdom, humility, friendship, etc.).

41. Inquire to see if your students have any unusual talents (can wiggle their ears, can bark like a dog), and encourage them to demonstrate.

42. Instead of saying "Very good!" all the time, vary the ways you praise (and correct) students as much as possible. (See 99 Ways to say "Very Good" on page 10.)

43. Instruct your students to find something in their wallets, purses, or pencil boxes, and tell the story behind it.

44. Invite your students to stand up and explore the classroom from new angles (look in drawers, under desks, behind posters, on top of cabinets). Then have students report their findings.

45. Just a few minutes before the bell rings, call on your students to choose the ten most useful words they came in contact with during this class period, then have them narrow it down to the three most useful words.

46. Pass around some magazines, and have each student choose an ad that he or she likes. Give students an opportunity to explain their choices.

47. Play a listening activity from your book an additional time with the lights turned off.

48. Play a recording of instrumental music and have some students draw on the board what the music makes them think of.

49. Play five very different sounds from a sound effects tape or CD, and assign students in pairs to create a story based on three of the sounds.

50. Play music that enhances certain activities (quiet music for a reading activity, dance music for an energetic Total Physical Response activity). Ask your students for their reactions.

51. Prepare colored letters of the alphabet on cardboard squares and put them in a bag. Each student draws a letter from the bag and they work together to create a sentence on the board. The word that a student contributes must begin with the letter he or she chose. Put the expanding sentence on the board, adding words only when the grammar is correct.

52. Prepare several paper bags, each with a different scent inside (perfume, cinnamon, and cheese), pass the bags around the class, and let students describe what they smell.

53. Print phrases such as "in the library", "at an elegant dinner with the Royal Family", "in a noisy cafe", or "in a dangerous neighbourhood" on separate strips of paper, put them in envelopes, and tape them to the underside of a few students' desks/tables before they arrive. Write on the board a useful expression like "Excuse me. Could I borrow a dollar?" When students arrive, tell them to look for an envelope under the desks/tables. The ones who find envelopes must say the sentence on the board as if in the context written on the page. Other students must guess the context from the student's tone of voice and body language.

54. Produce a list of commonly used sentence-modifying adverbs on the board, such as suddenly, actually, unfortunately, and happily. Then launch into a story, which each student must contribute to, with the rule that everyone must begin the first sentence of his or her contribution with a sentence-modifying adverb.

55. Provide each student with a list of the current top-ten popular songs. Play excerpts from some or all of the songs, and choose some questions to ask your students, such as: Did you like the song? Have you heard this song before? How did the song make you feel? What instruments did you hear?

56. Purchase a postcard for each member of your class, writing his or her name in the name and address space. Place them picture side up on a table. Have each student choose one without looking at the name. They will then write a message to the person whose name is on the other side. If a student chooses the postcard that has his own name on it, he must choose again.

57. Put students in pairs and ask them to guess three items in their partner's wallet, purse, or pencil box.

58. Put students in pairs. Tell them to converse, but to deliberately make one grammatical error over and over, stopping only when one student can spot the other's intentional error.

59. Put students into small groups to create an application form for new students to the school.

60. Put the students in small groups, and ask each group to plan a vacation for you. They must plan where you will go, what you will do, whom you will go with, and what you will buy. When they are finished, have each group present their plans.

61. Review a phrase or sentence that you want students to remember by holding a competition to see "Who can say it the loudest/the quietest/the quickest/the slowest/in the deepest /in the highest pitched voice?"

62. Set up a board in your classroom where students can buy and sell used items from each other by writing notes in English.

63. Supply each student with a copy of the entertainment section of the local newspaper, and tell him or her to choose somewhere to go next weekend.

64. Take a particularly uninteresting page from your student book, and put students in groups to redesign it.

65. Teach on a different side of the room than you usually do.

66. Tell each student to report the latest news in their country or city to the class.

67. Tell your students to practice a conversation from their student book that they are familiar with, but this time they can only use gestures, no words.

68. When they are practicing a dialogue, have students play around with the volume, intonation, pitch, or speed of their voices.

69. Write "Tell me something I don't know" on the board, then ask students questions about things they know about and you don't, such as their lives, cultural background, interests, and work.

70. Write a common adjacency pair (Thank you-You're welcome OR I'm sorry-That's alright) on the board. Ask students if they know of any expressions that could replace one of the ones you just wrote. Write any acceptable answers on the board.

71. Write a number of adjectives, such as mysterious, happy, peaceful, sad, angry, and frustrated on the board. Call out a colour, and ask your students to tell you which adjective they associate with that colour.

72. Write a word on a slip of paper and show it to a student. This student must whisper it to the second student. Then the second student must draw a picture of what he or she heard, and show it to the third student. The third student, then, writes the word that represents the picture and shows it to the fourth student. Then the fourth student whispers it to the fifth student.... and so on. This continues until you get to the last student, who must say the word to the class.

73. Write an idiomatic expression (such as "It beats me." or "I'm fed up.") in big letters on the board. Call on a few students to guess what it means before you tell them.

74. Write down the names of five very different people on the board (a small baby, a rude waiter in a restaurant, a fashion model, a stranger in a crowd, and a grandfather). Give students a common expression, such as "Good morning!" or "Sorry!", and ask students how they might say it differently when talking to a different person.

75. Write your name on the board vertically, and add a suitable adjective that begins with each letter of your name. The next step is to invite students to do the same with their names.